

BIS HANOI ART GALLERY BOOK 2018 - 2019



BRITISH INTERNATIONAL SCHOOL
HANOI
A NORD ANGLIA EDUCATION SCHOOL

“This year’s Art Book celebrates, yet again, all of the fantastic Artwork that has been created in the Art department over the last academic year. This year has been filled with many exciting events and exhibitions to showcase the talent throughout our school. We commenced the academic year with a whole-school involvement in ‘The Big Draw’. The week was filled with collaborative activities, exciting mark-making techniques and hundreds of daily doodles. Some of the outcomes are presented proudly in our corridors, whilst others were auctioned at our fair, raising a significant sum of money for Tanzania.

We have also had many exhibitions to display the hard work and efforts of our IGCSE, IB and KS3 students. KS3 students had the opportunity to curate and display their stunning Artwork in ‘The Great Art timeline Exhibition’ in the Summer term. The well-attended event was the first exhibition of its kind and whilst it was hosted here at BIS, we were proud to exhibit our work alongside that of students from BVIS too. We were particularly proud of the IGCSE work this year which remained in the reception area for many days.

On top of the fun we have been having in art lessons, the students have also been incredibly busy with the Art Extracurricular activities. This included creating the set design for the school’s musical production ‘Annie’, a large canvas for Remembrance day, brightly coloured Vietnamese hats in EYC, as well as an Art mural on the wall of the Student Mentor room. Students have entered a range of competitions with recent success going to a pupil from 11 Pre-IB who was highly commended in the Global Campus art competition. Being global citizens, we also challenged our students of all ages to consider how we can upcycle their school uniform when they have finished with it. We were inundated with ideas from students of all ages who will now go on to collaborate with the Friends of BIS to put some of the designs into production ready for the International Fair later in the year.

The fun doesn’t end there though...

We are looking forward to an exciting new year ahead. The Art department will be moving to a specially designed suite of specialist workshops, while the existing classroom space will make way for a brand-new ‘Makerspace’ facilitating a STEAM curriculum for our school.

We hope you enjoy looking through all of the outstanding Artwork from our students.

*Stephanie Miller
Head of Art*

*Eibhlin Goppert
Art Teacher*

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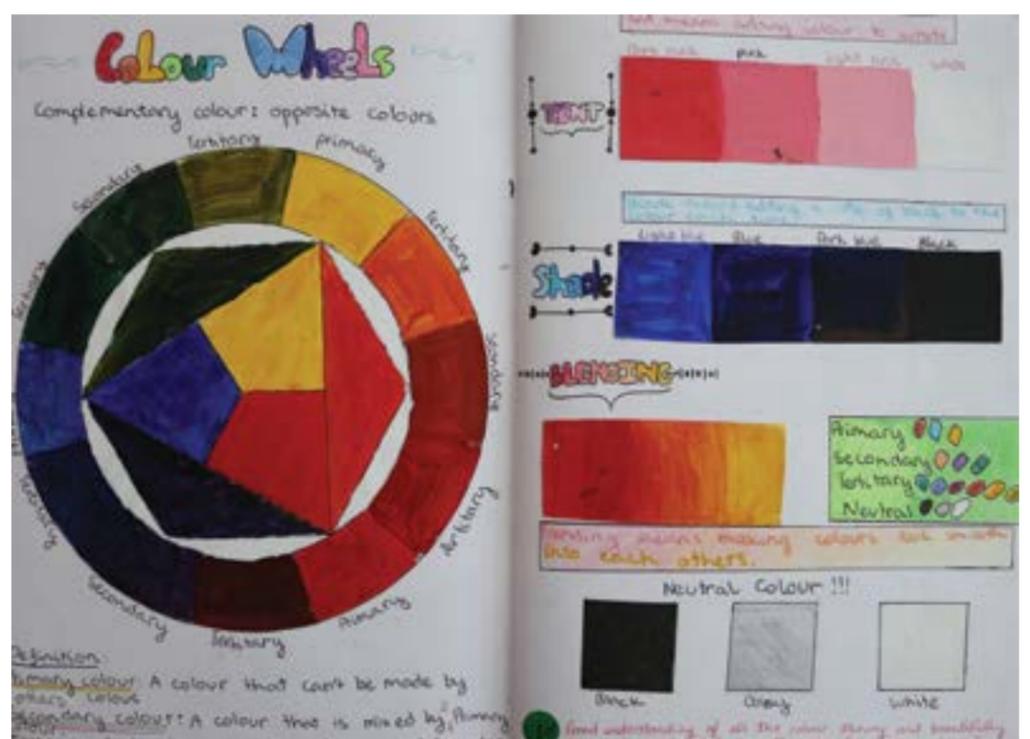
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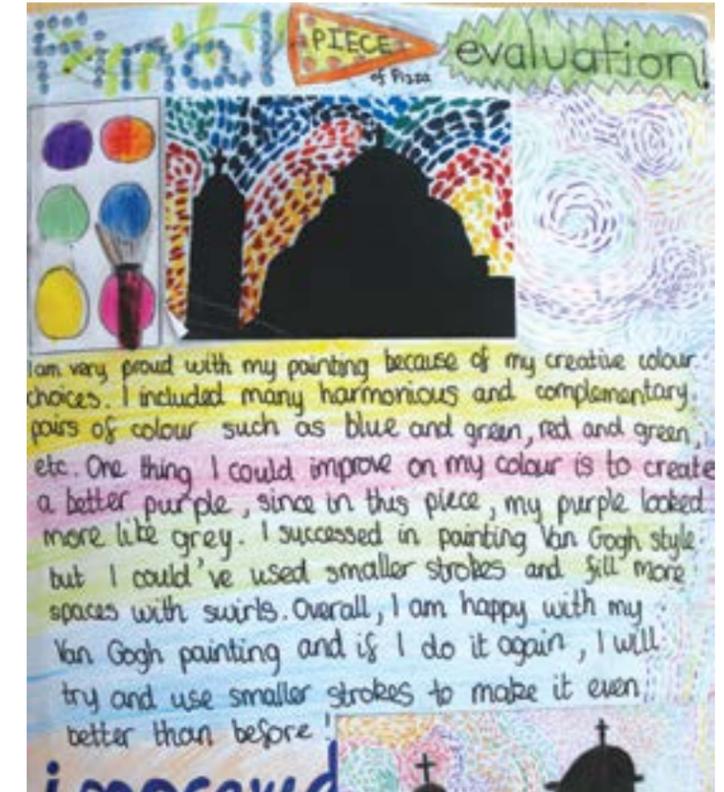
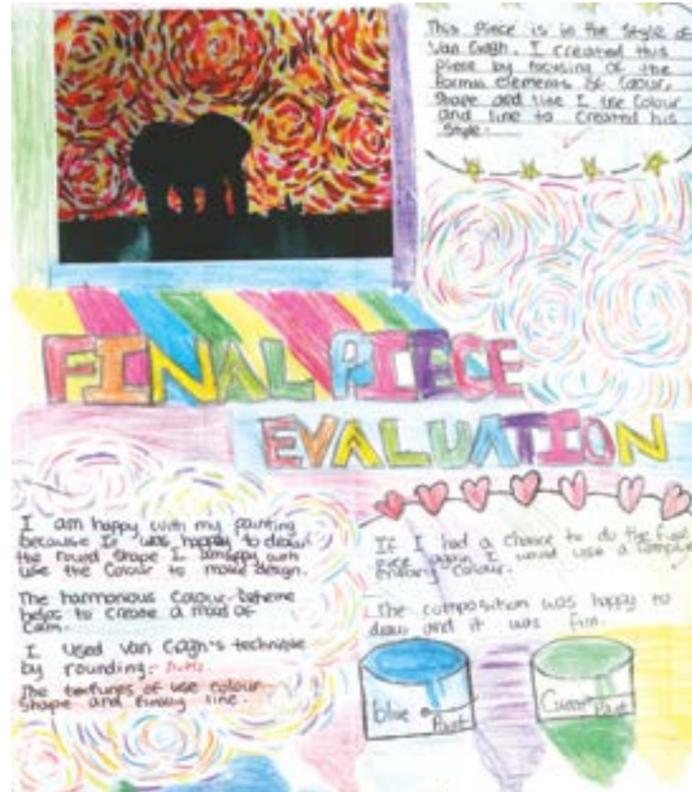
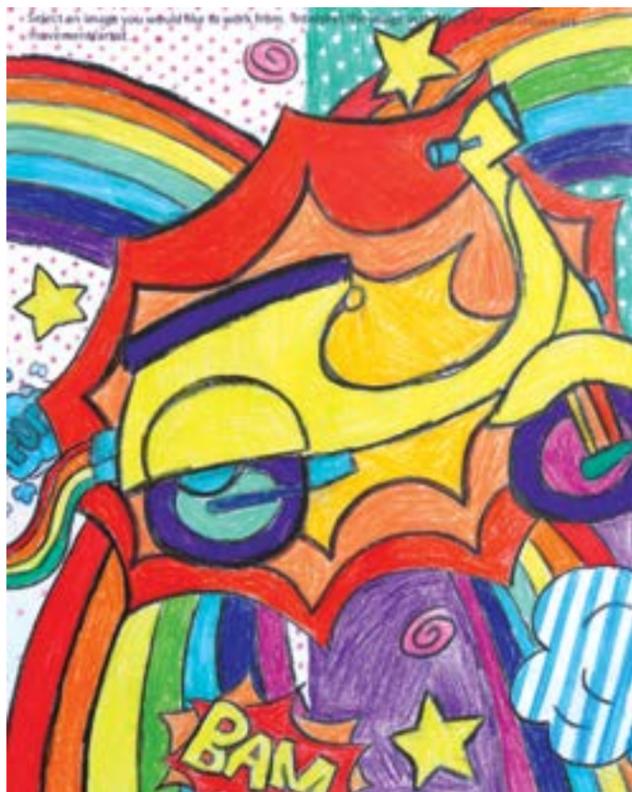
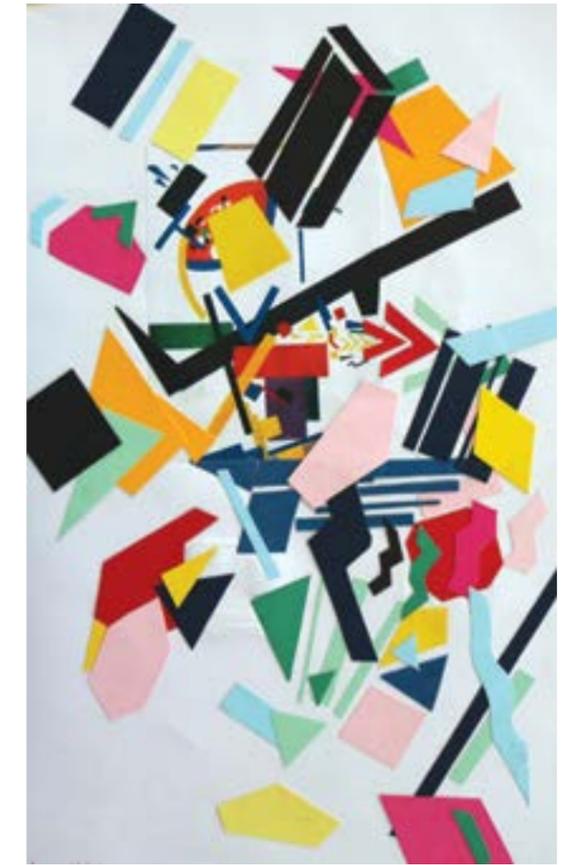
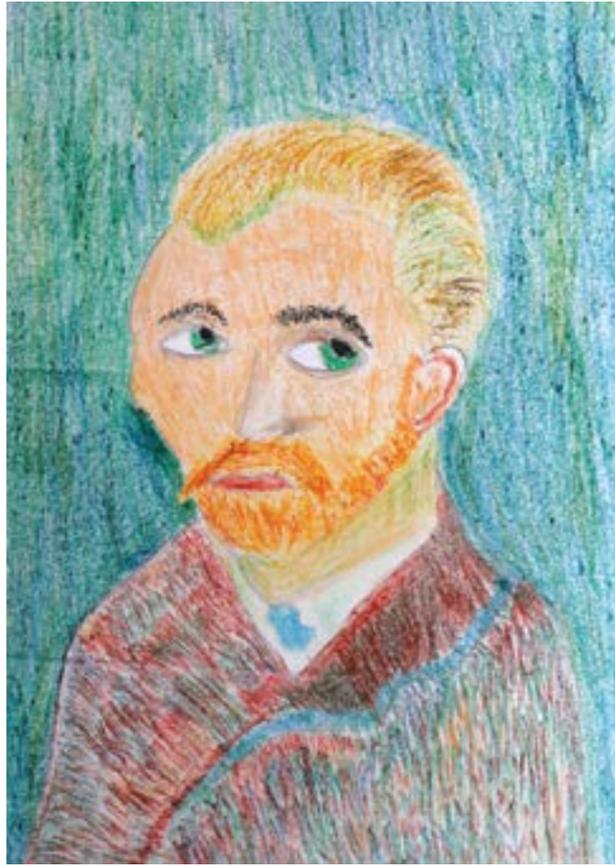


YEAR 7

Formal Elements Exploration

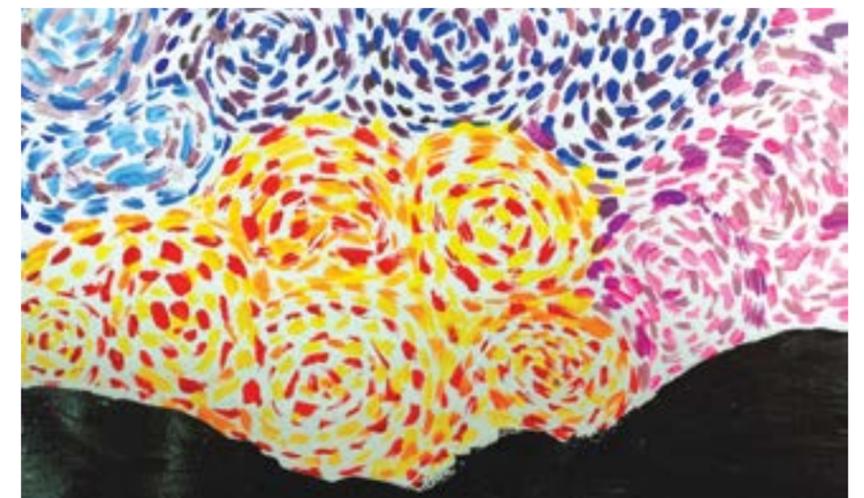
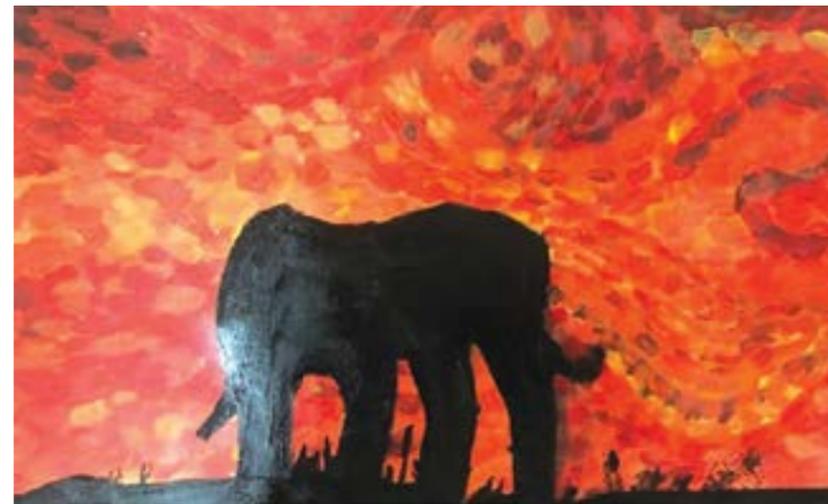
Year 7 began the year looking at the 7 key formal elements: line, colour, shape, form, tone, texture and composition. Students explored these elements using a variety of media to help broaden their understanding of how they are used in Art. Following experimentation in their sketchbooks, students worked towards a final piece in the style of Vincent Van Gogh.

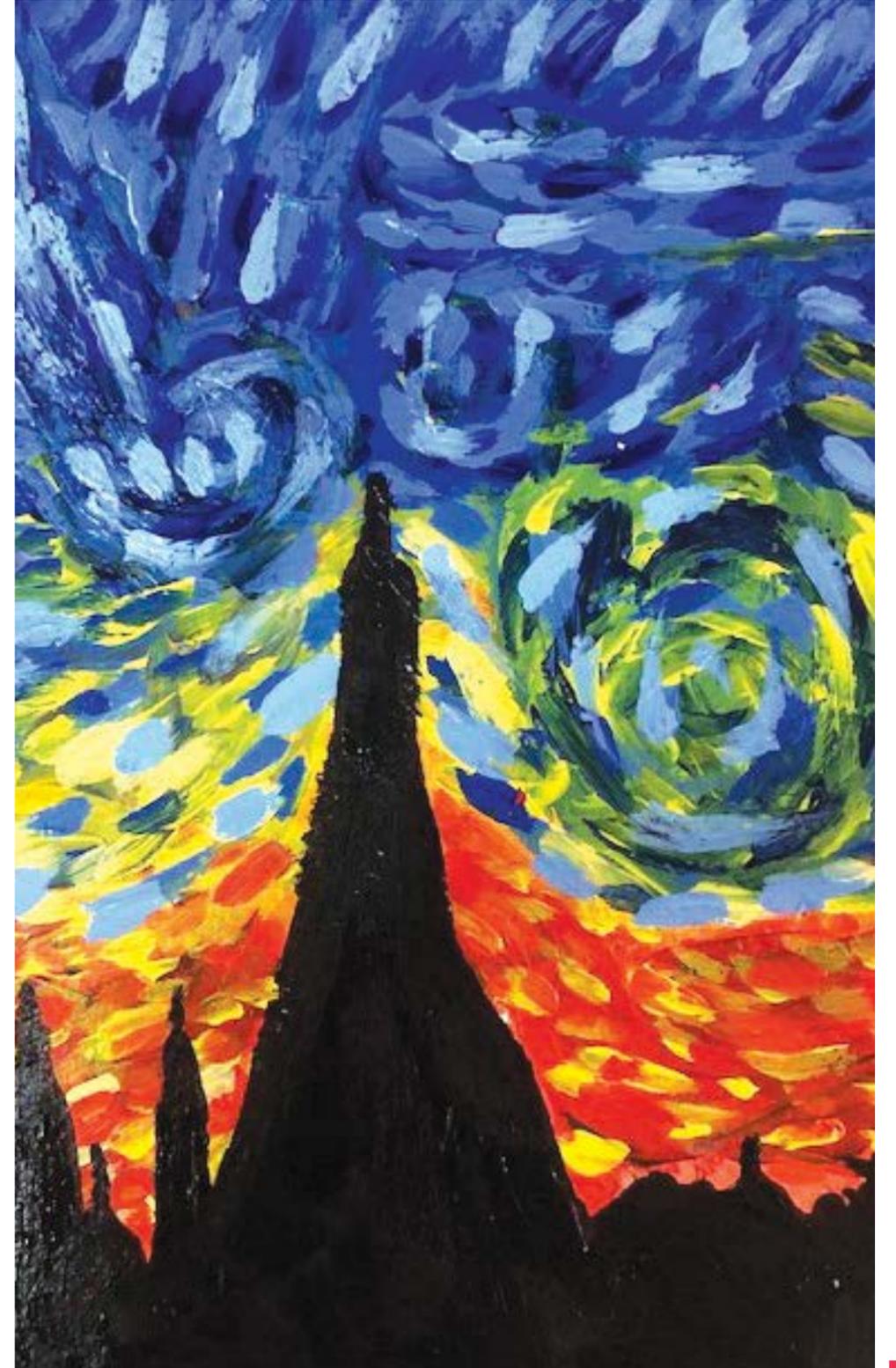
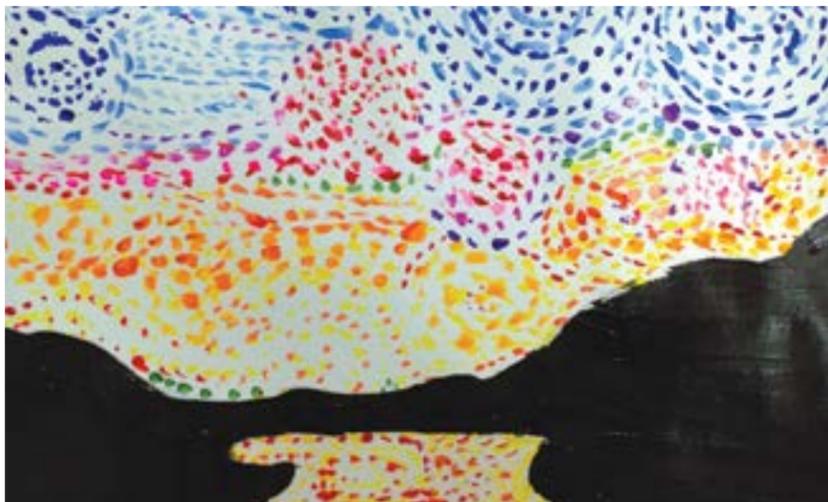
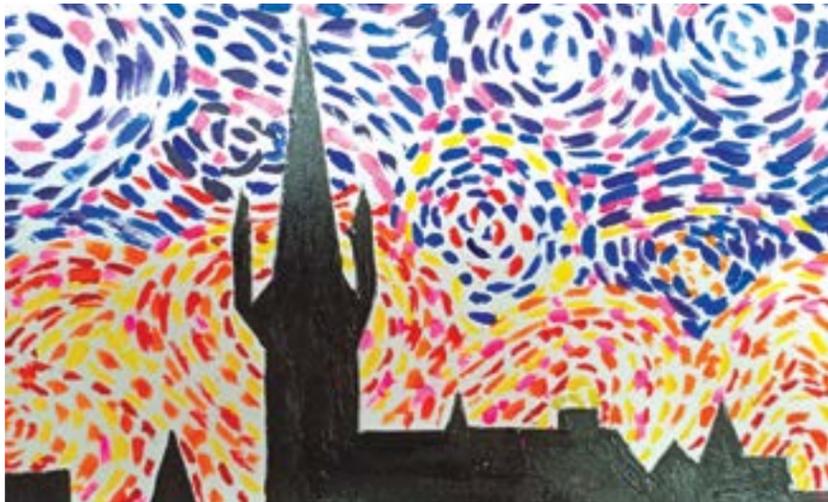




YEAR 7

Formal Elements Final Pieces





YEAR 7

Art movement Sculptures

In term 3, students created Artworks for 'The Great Art Timeline' Exhibition. This project allowed students to work in groups to create Artworks that represented a particular Art movement. Year 7 students focused on the Art movements: Gothic Art, Cubism, Vorticism and Pop Art.

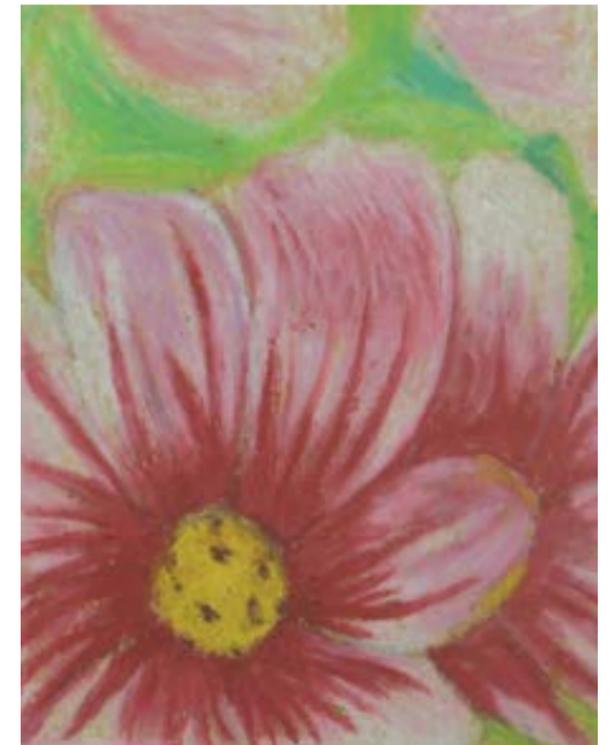
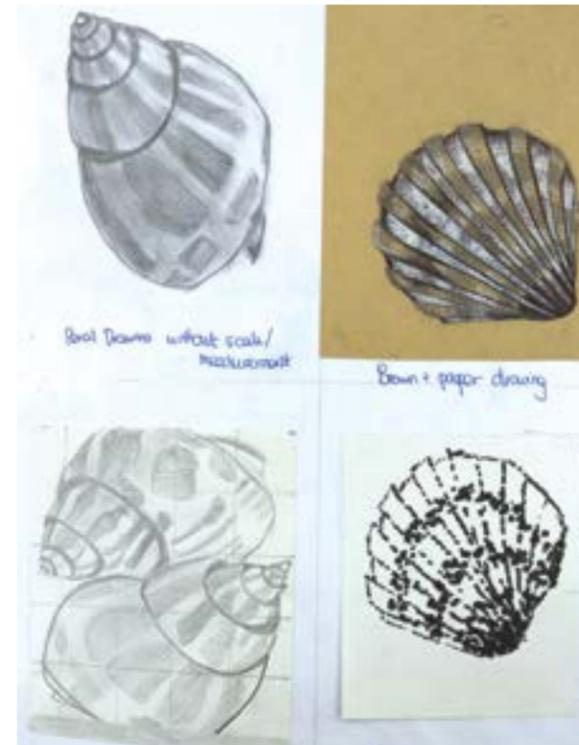


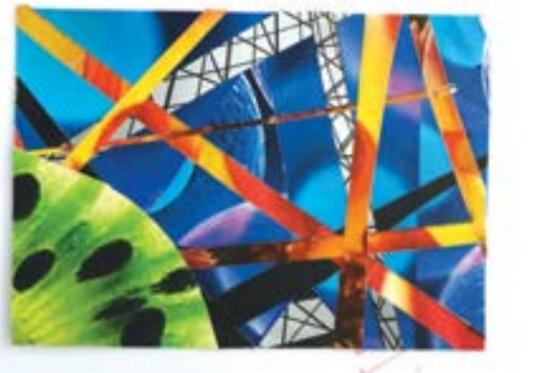
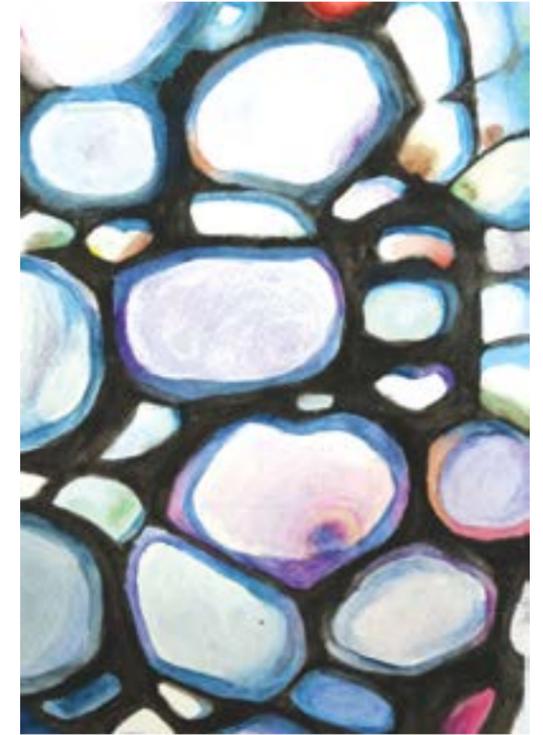
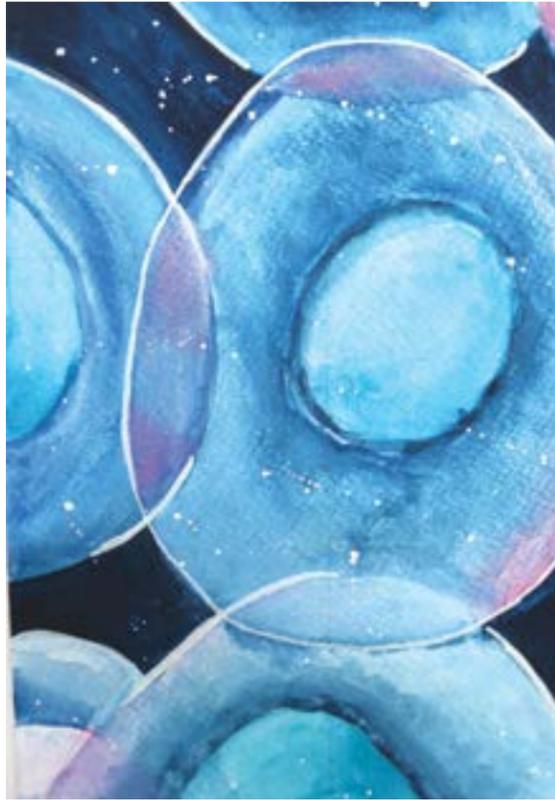


YEAR 8

Organic vs Geometric - Sketchbook Work

Year 8 began the year focusing on composition. Using this knowledge, they used different media and techniques to create a range of organic and geometric objects including flowers, shells and cells. These sketchbook pages demonstrate their experimentation and learning.

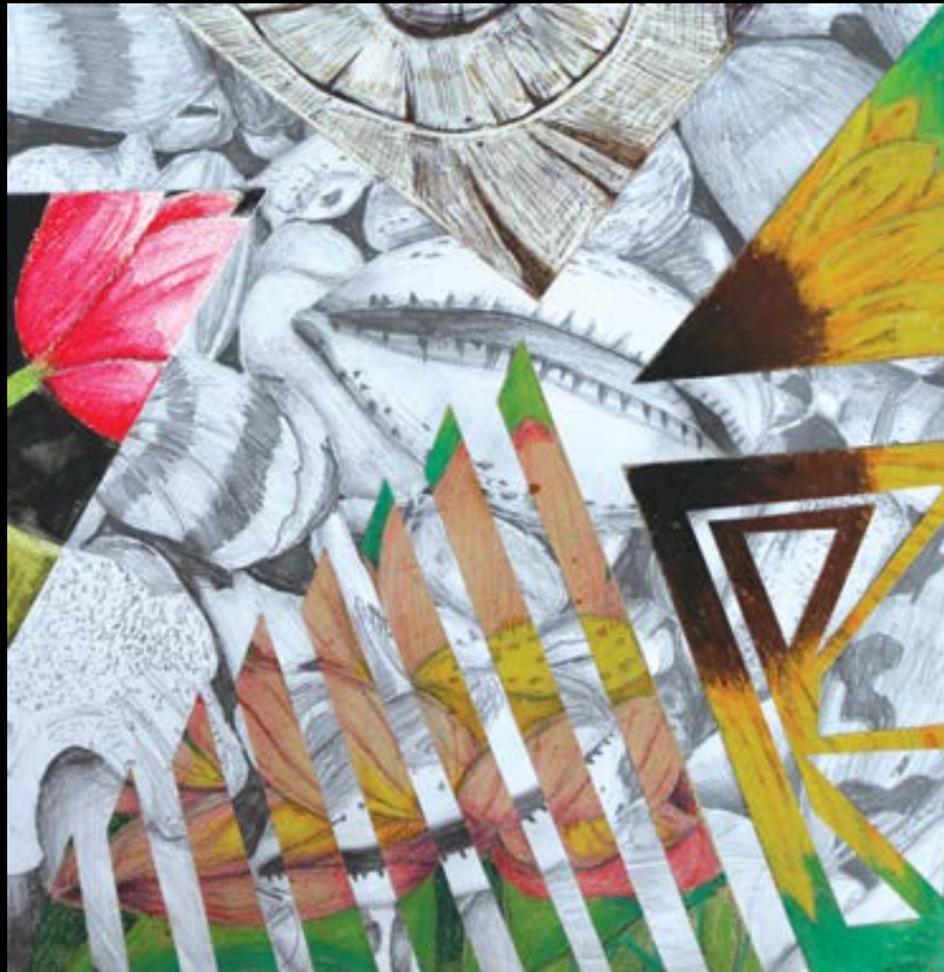


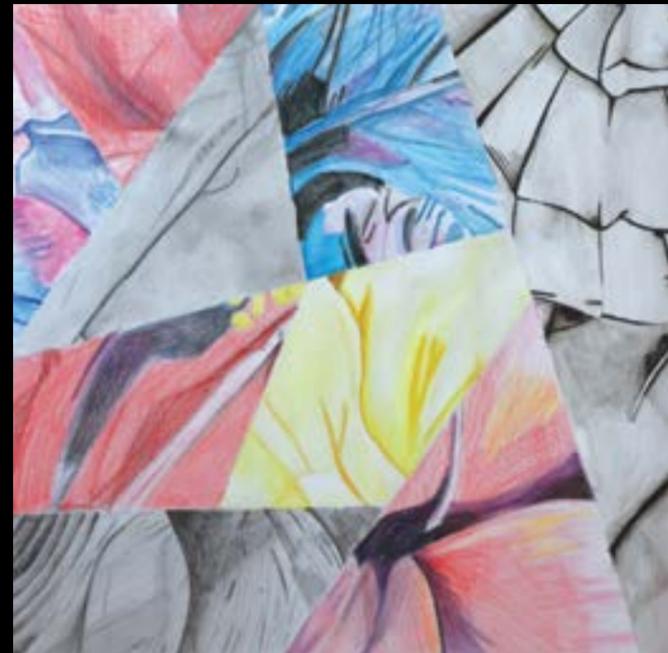
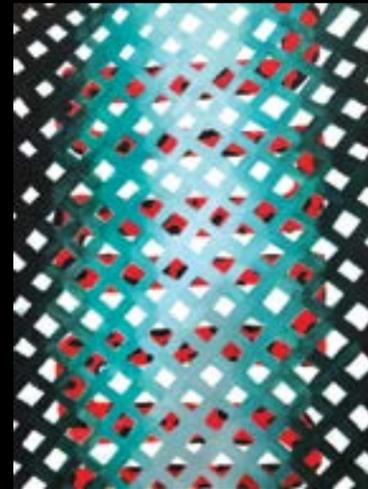
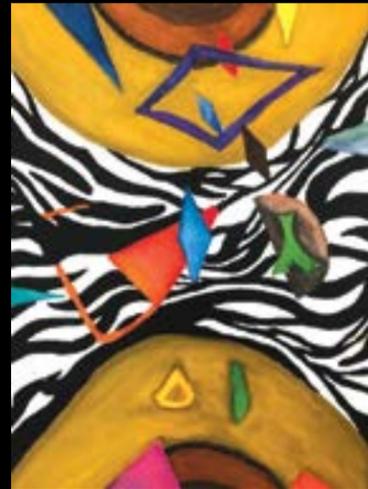
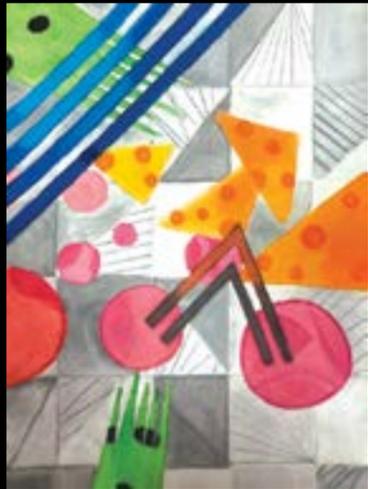


1/18
Tanya Rosenquist

YEAR 8

Organic vs Geometric - Final Pieces

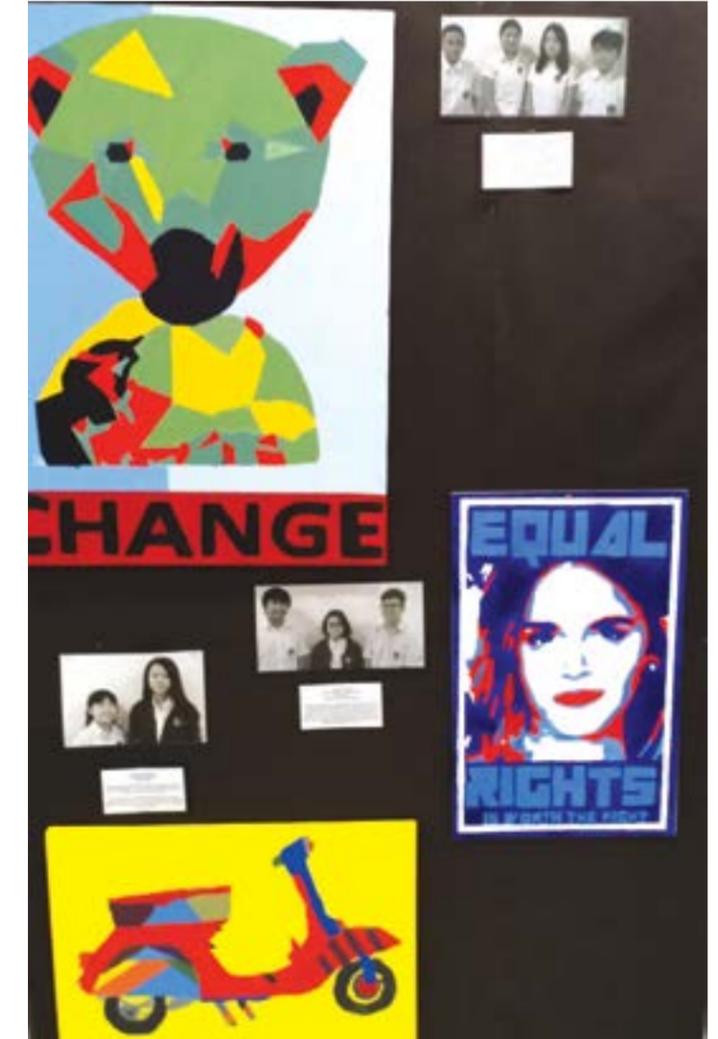
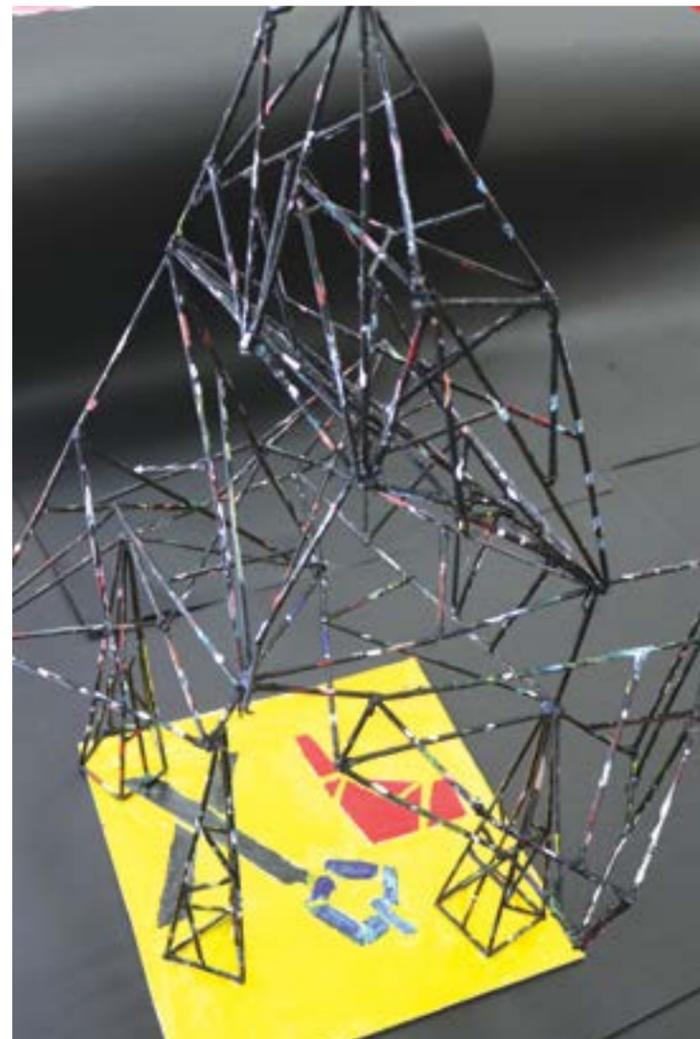




YEAR 8

Art movement Sculptures

In term 3, students created Artworks for 'The Great Art Timeline' Exhibition. This project allowed students to work in groups to create Artworks that represented a particular Art movement. Year 8 students focused on the Art movements: Futurism, Constructivism, Abstract expressionism and "Outsider" Art.

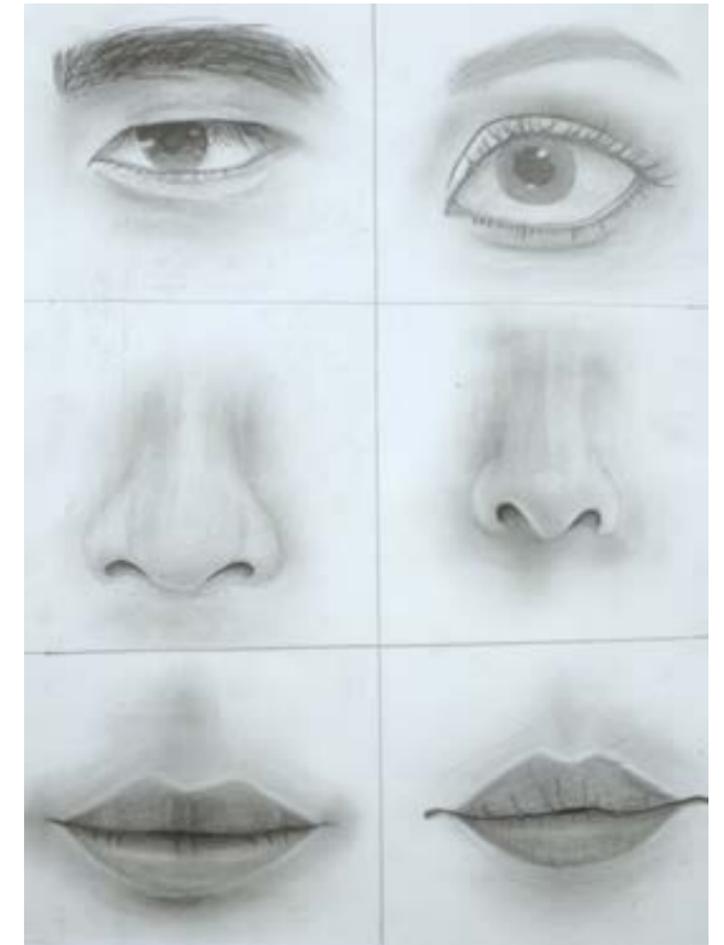
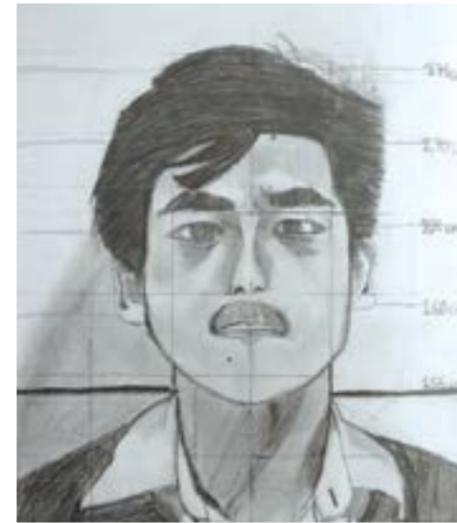




YEAR 9

Portraiture Sketchbook work

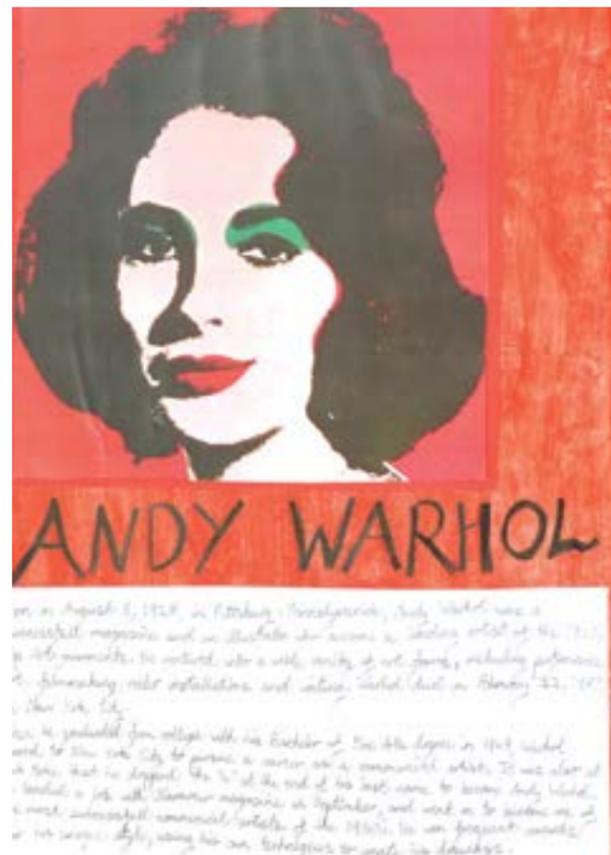
Students learned a wide range of portraiture techniques in Term 1. They learned how to achieve accuracy in their portraits and also used photoshop to edit their photographs. Once they had experimented with various techniques, they focused on the artists Andy Warhol and Pablo Picasso to create their own self portraits, painted using acrylic paints.





Andy Warhol used silk screen to make his artwork. A silk screen is a print using a designed stencil and a silk mesh. Only the holes in the stencil are stamped. He used this process on numerous materials and surface. In 1961, he showed his pop art paintings that focused on mass-produced commercial goods. His key concept was the 'industrialization' of art. In using other people's work and expanding upon their original concept, he changed other people's work as his style. Through his works, Pop art became widely known as a leader in the Pop Art movement.

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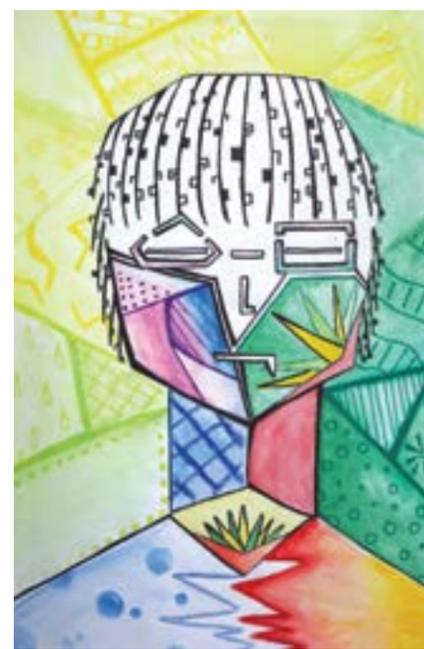
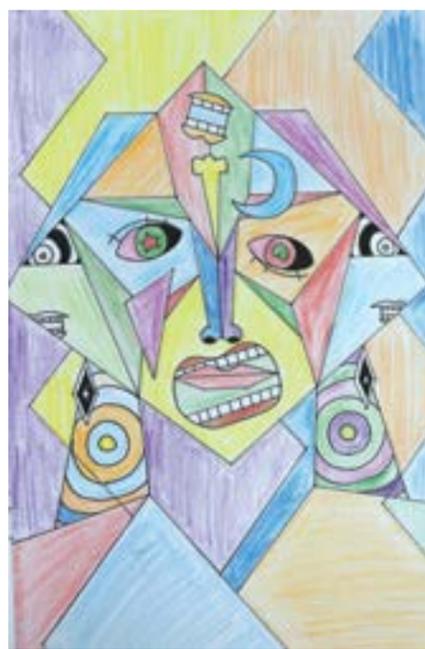
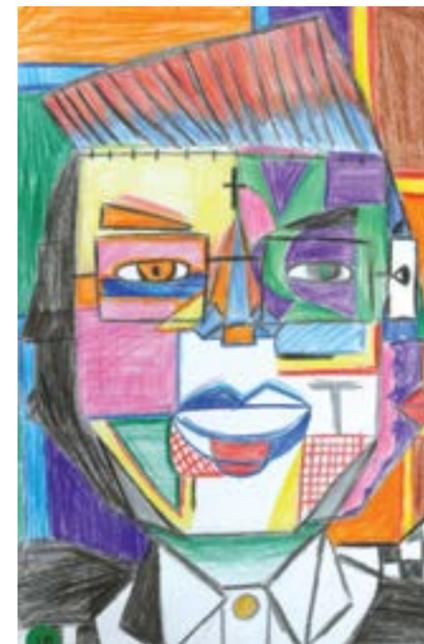
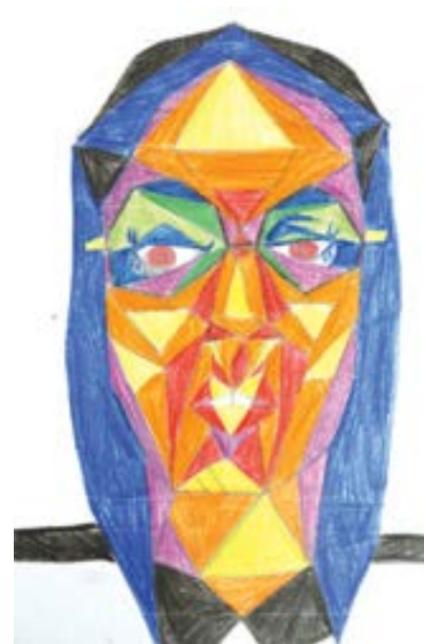


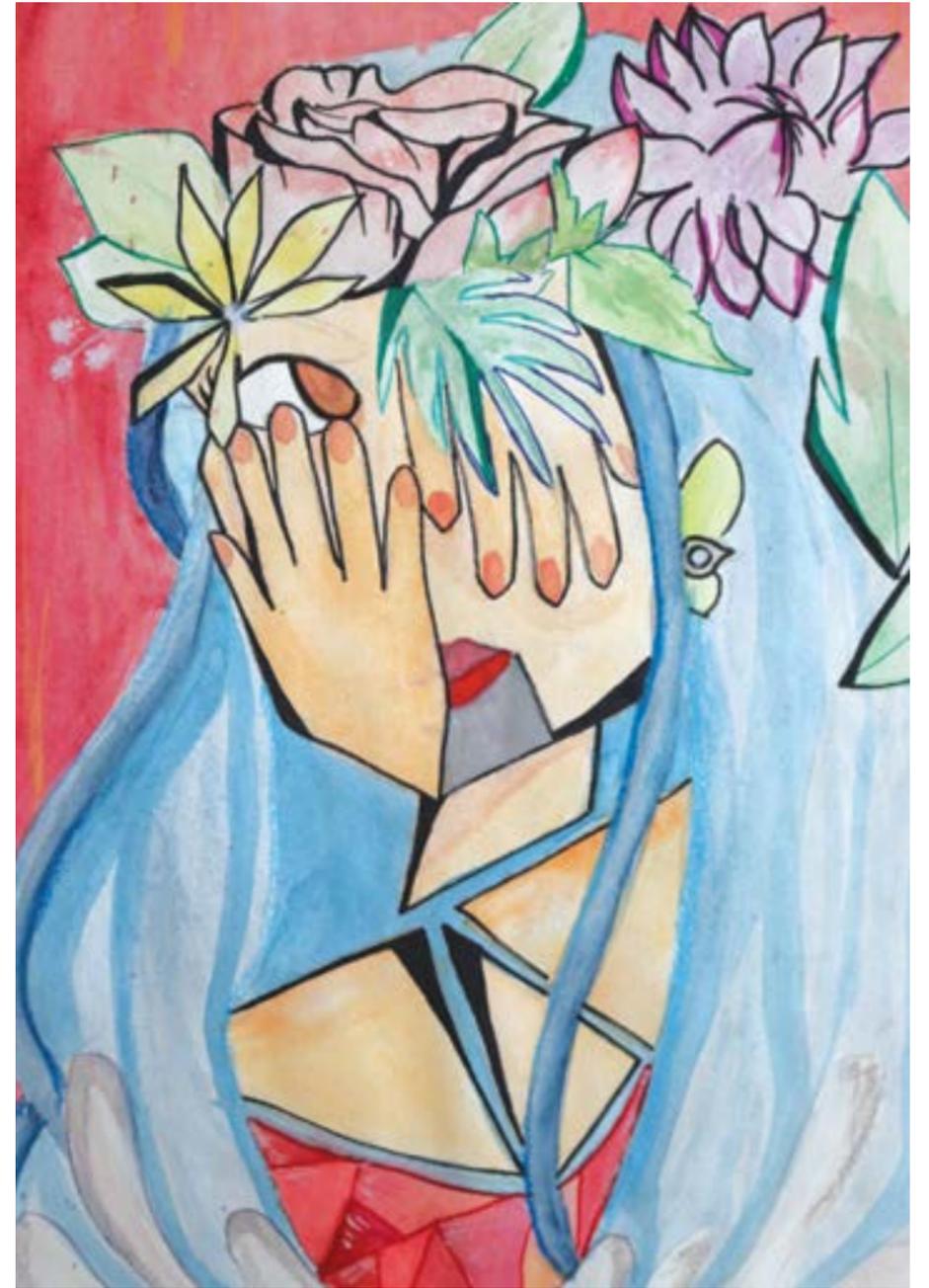
on August 6, 1928, in Pittsburgh, Pennsylvania, Andy Warhol was a successful magazine and an illustrator who became a leading artist of the 1960s. He worked with a wide variety of art forms, including painting, photography, video, sculpture and cinema. Warhol died on February 22, 1987, in New York City.

Warhol graduated from college with his Bachelor of Fine Arts degree in 1950 and moved to New York City to pursue a career as a commercial artist. He was also at a time that he stopped the work at the end of his last name to become Andy Warhol. He had a job with *Summer magazine* in September, and went on to become one of the most successful commercial artists of the 1960s. He was frequent member of the *New York City* style, using his own techniques to make his drawings.

YEAR 9

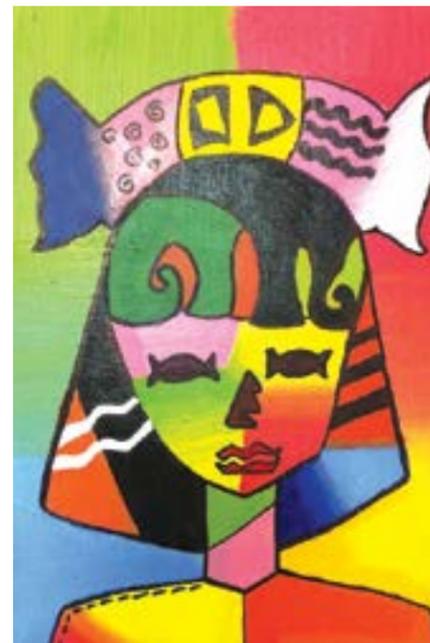
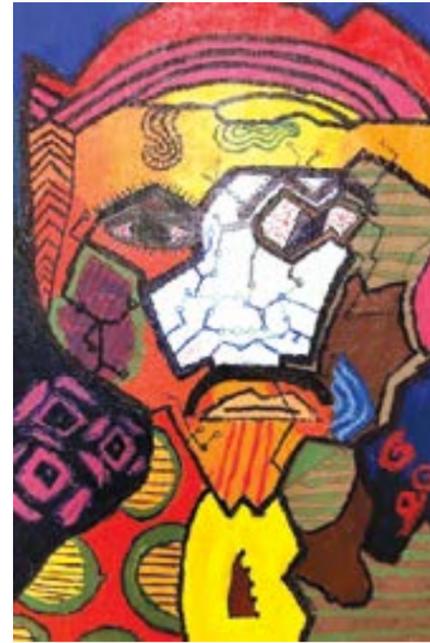
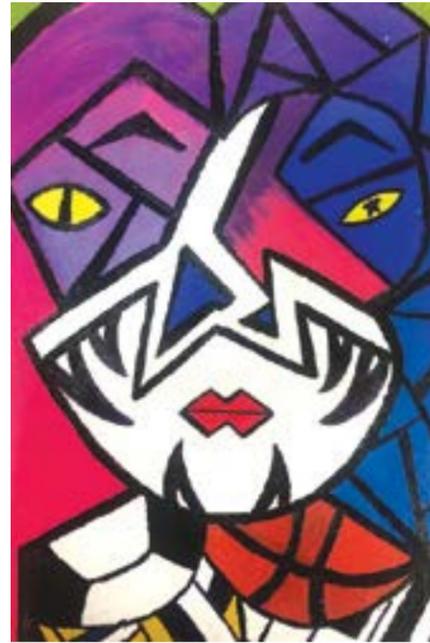
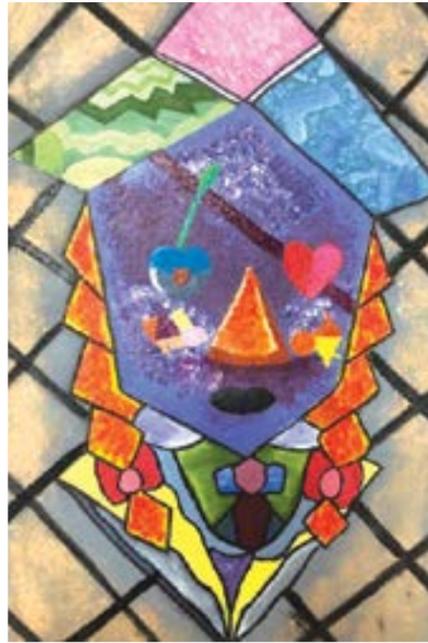
Portraiture Sketchbook work

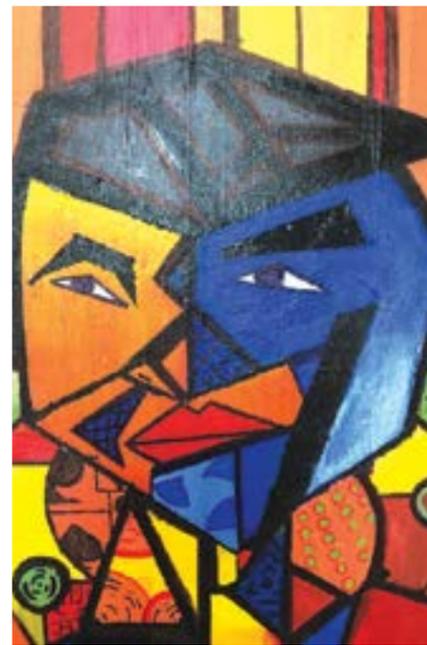
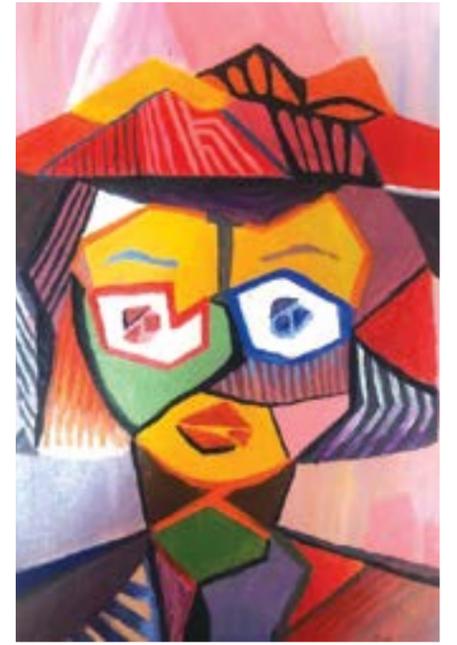
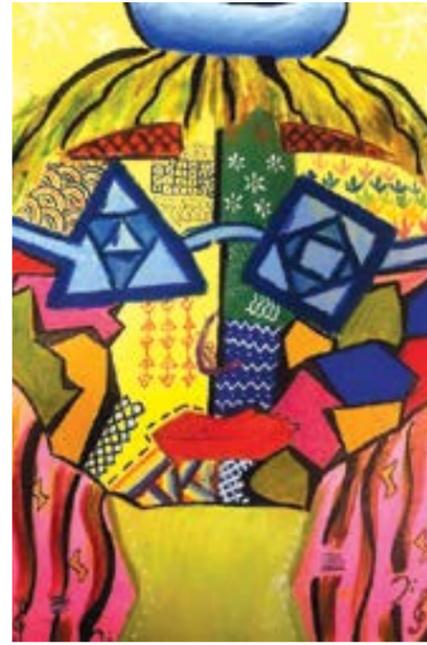
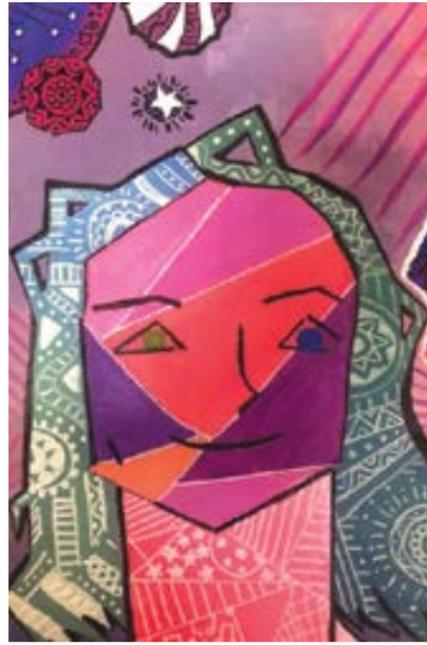
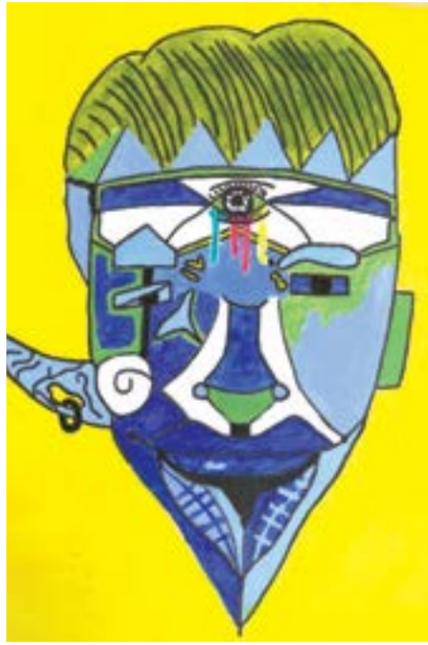




YEAR 9

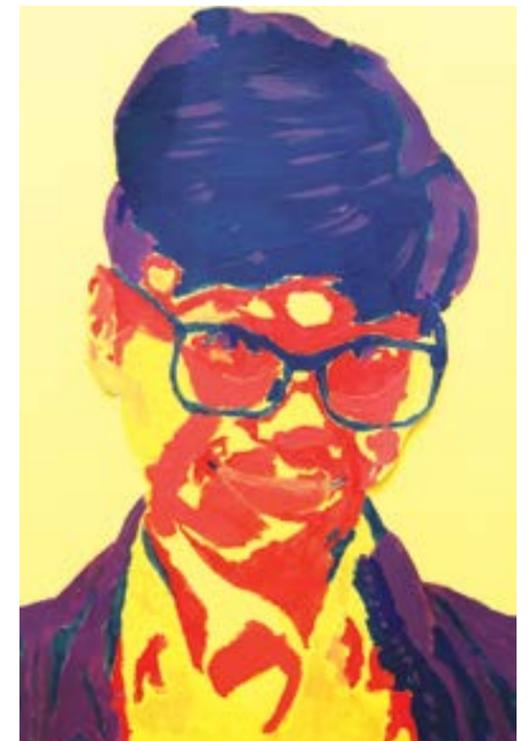
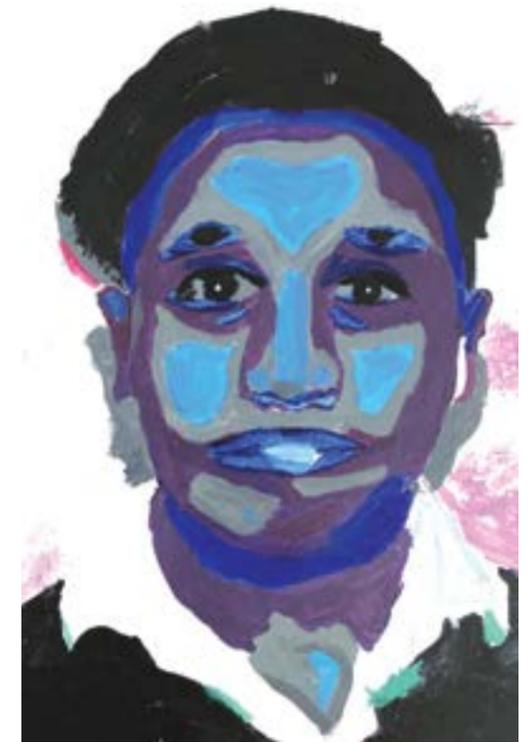
Picasso - Final Pieces

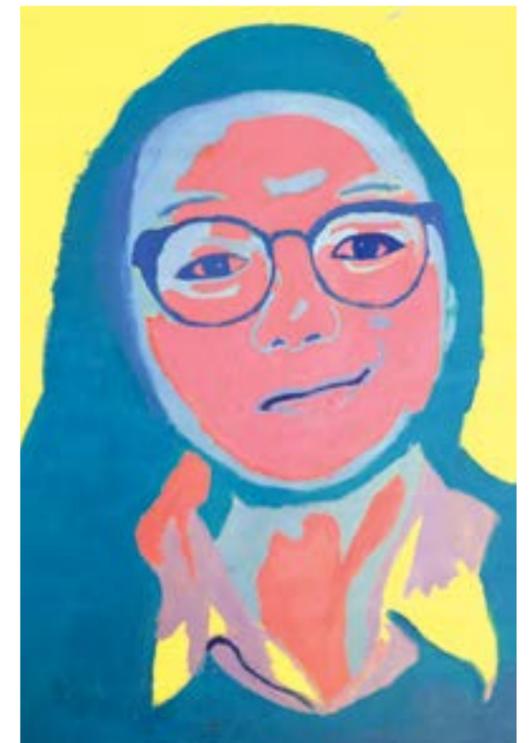




YEAR 9

Pop Art - Final pieces



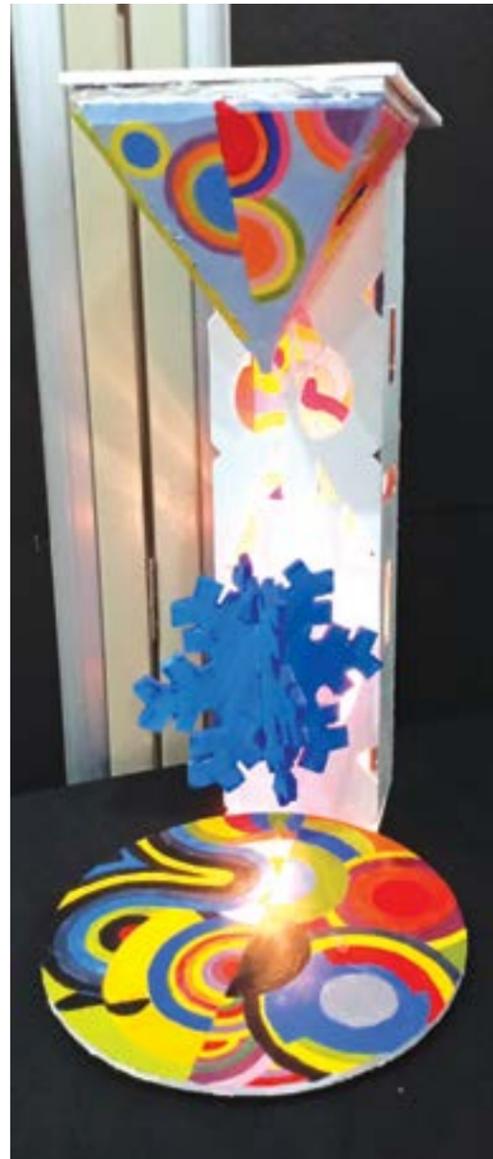


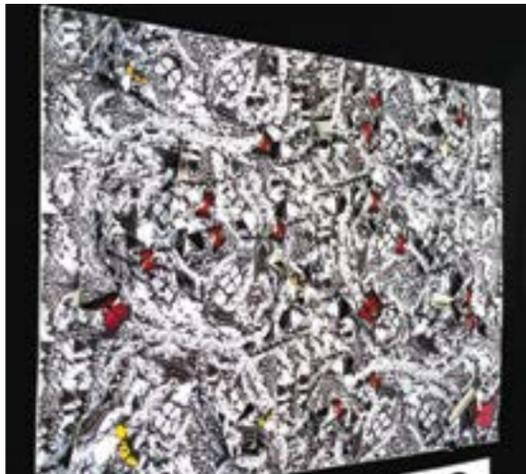
YEAR 9

Art movement sculptures



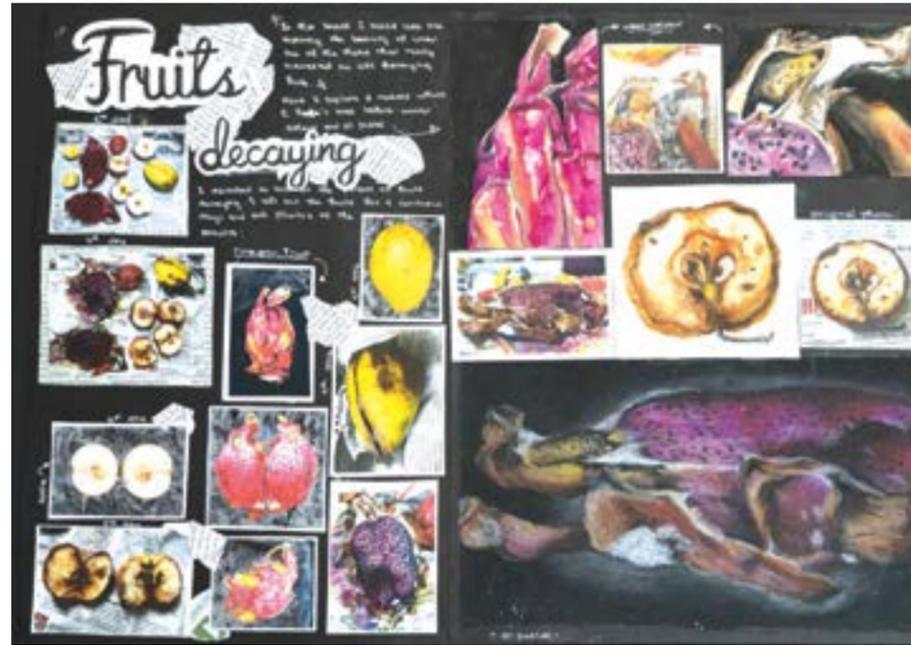
Arts and Crafts "Under the Sun" collection West with East.



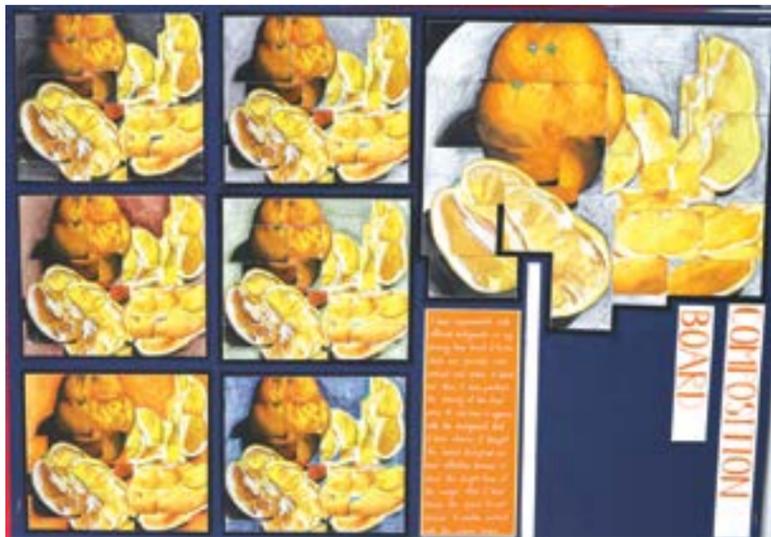


YEAR 11- IGCSE

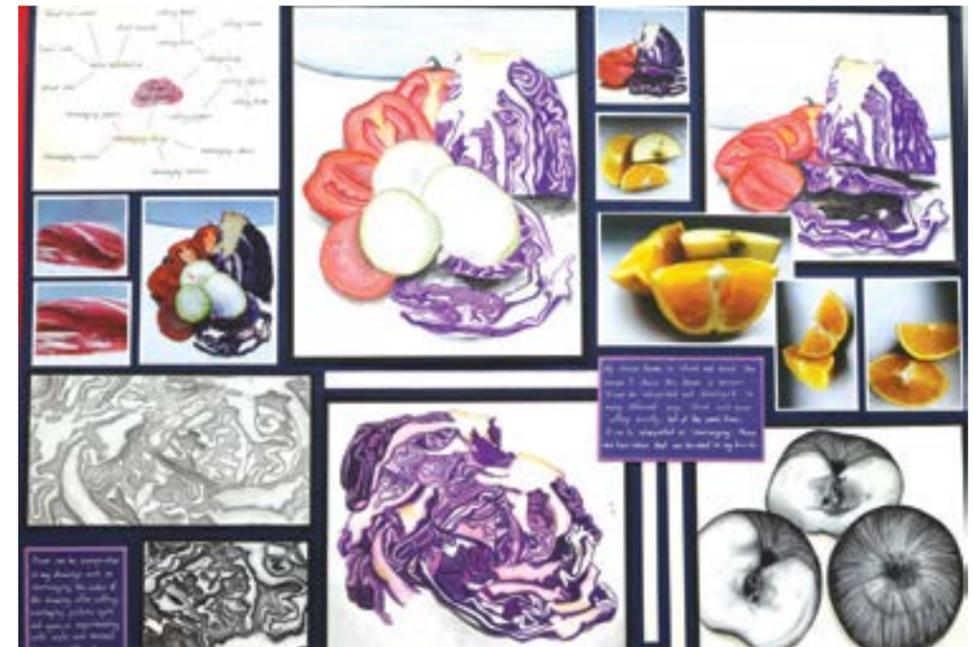
Chau Anh Nguyen







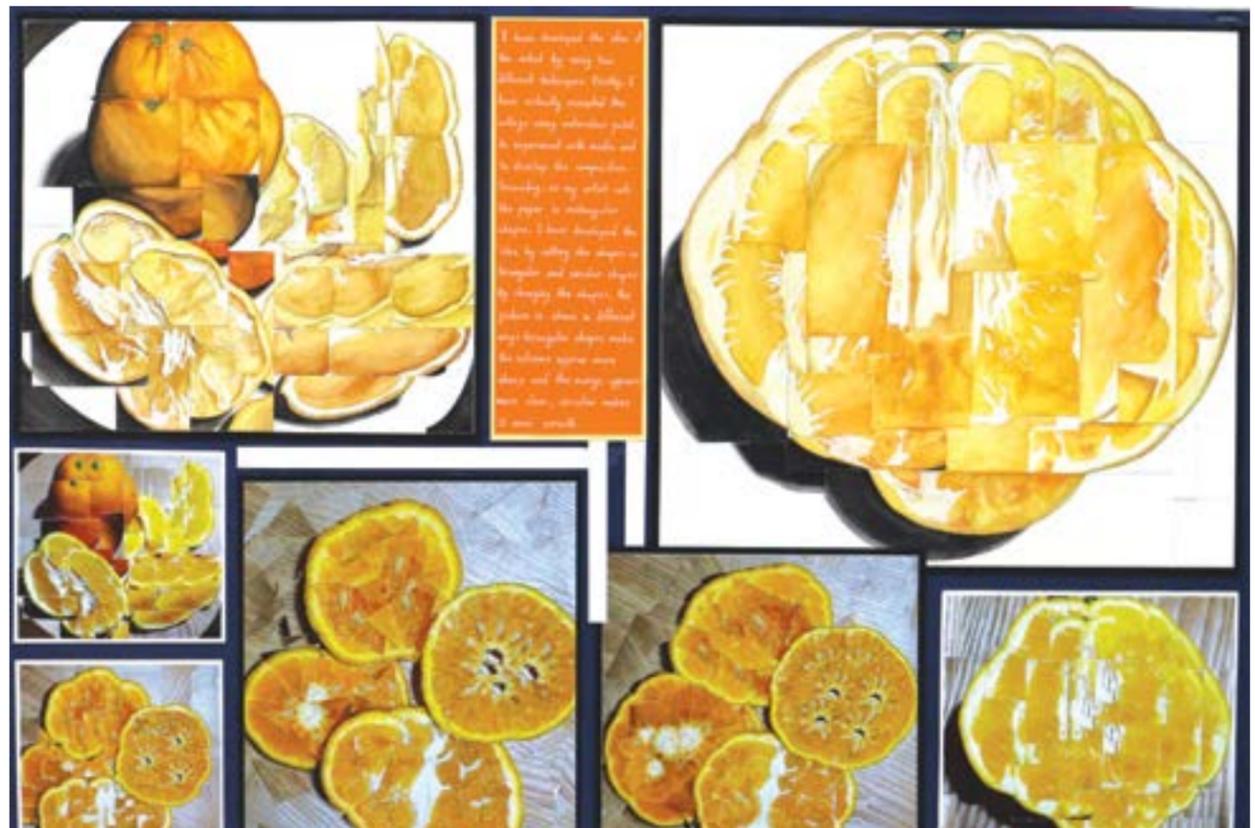
LOTTION BOARD!



DAVID HOCKNEY

I chose this, which because I think the idea of changing the form of a picture is in that case the picture will be seen in different perspective. As my theme is "dead and dead", the way of rearranging the order of the picture was imperative for me. It really made me change the form of the picture but in some cases, to change the shape of it.

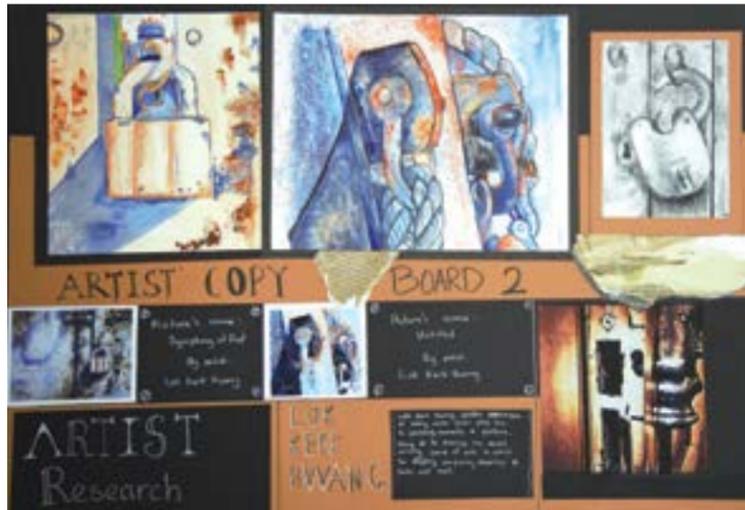
The way he changes form is shown by overlapping the same part again and again which the picture is seen a bit different. The object is given to change can still be recognized which was helpful for me to follow the method.



I have changed the idea of the artist by using the different techniques. Firstly, I have actually changed the collage using various parts to represent with water and to change the perspective. Secondly, on my work on the paper, to arrange the slices, I have changed the idea by cutting the slices in regular and random shapes by changing the shape. The picture is given a different angle through slices made the picture appear more alive and the orange appear more like a realistic water painting.

YEAR 11 iGCSE

Duc Hung Nguyen



YEAR 11 iGCSE

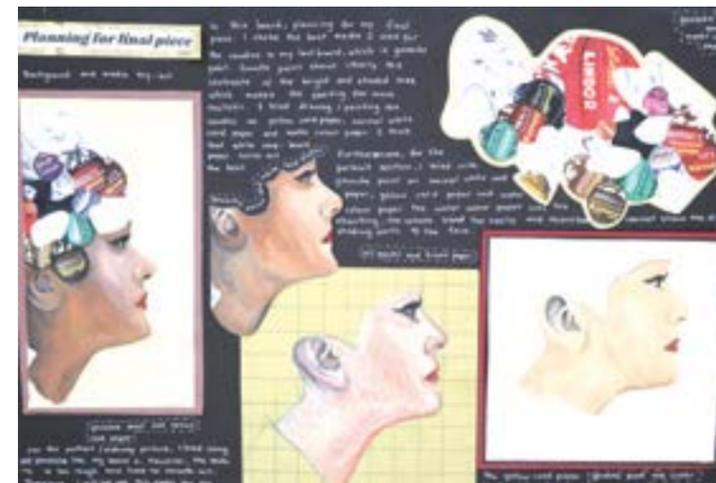
Duc Minh Nguyen





YEAR 11 iGCSE

Gia Linh Nguyen

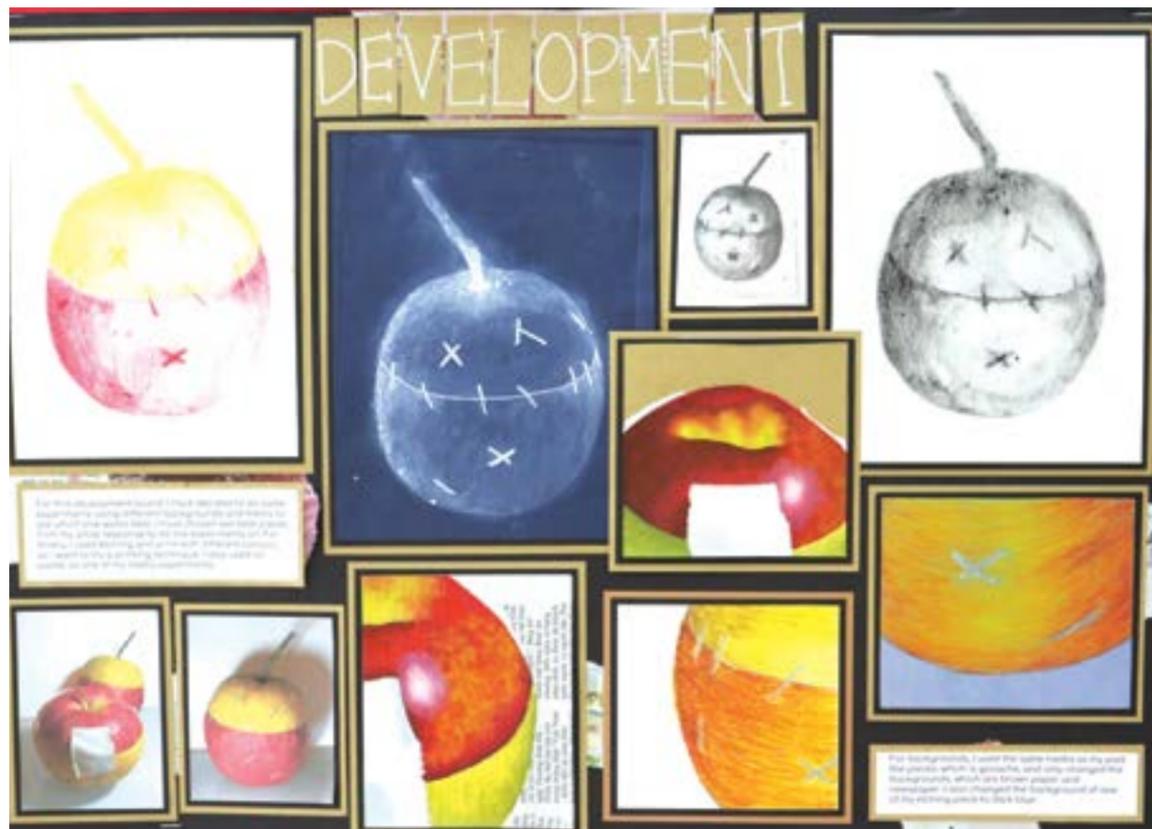




YEAR 11 iGCSE

Ha An Chu





YEAR 11 iGCSE

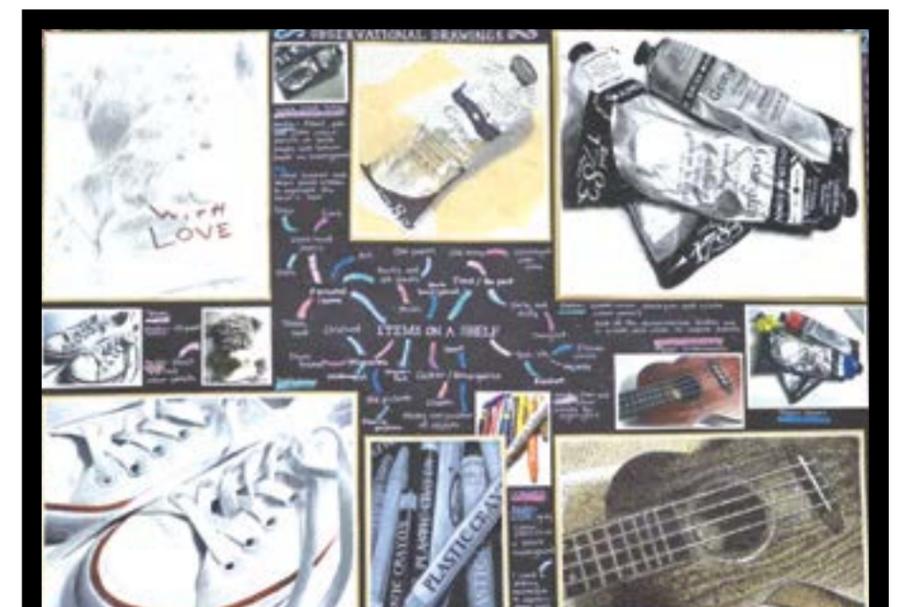
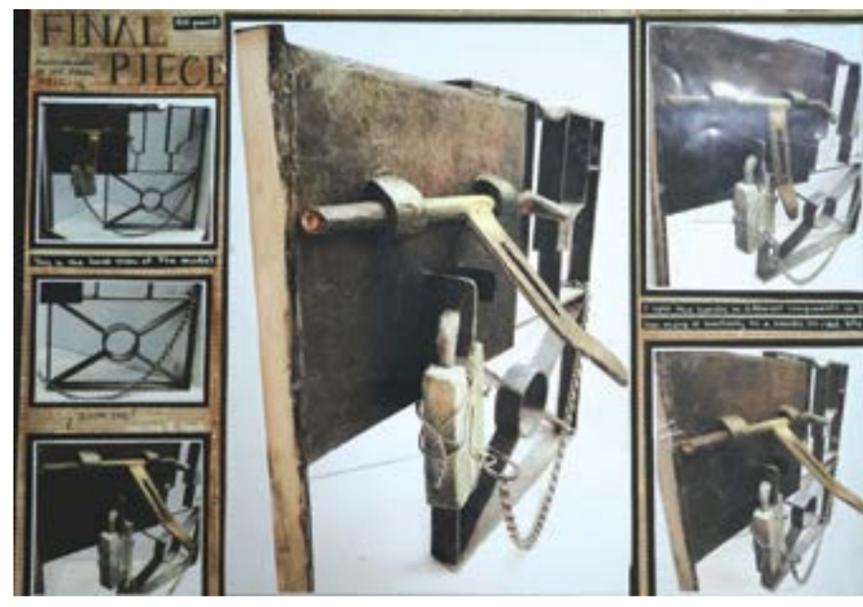
Hai Dang To





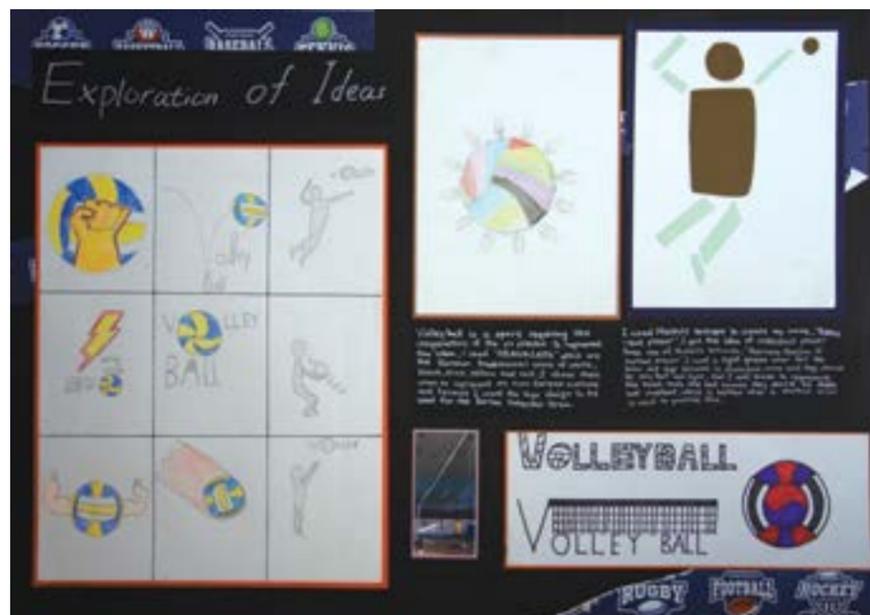
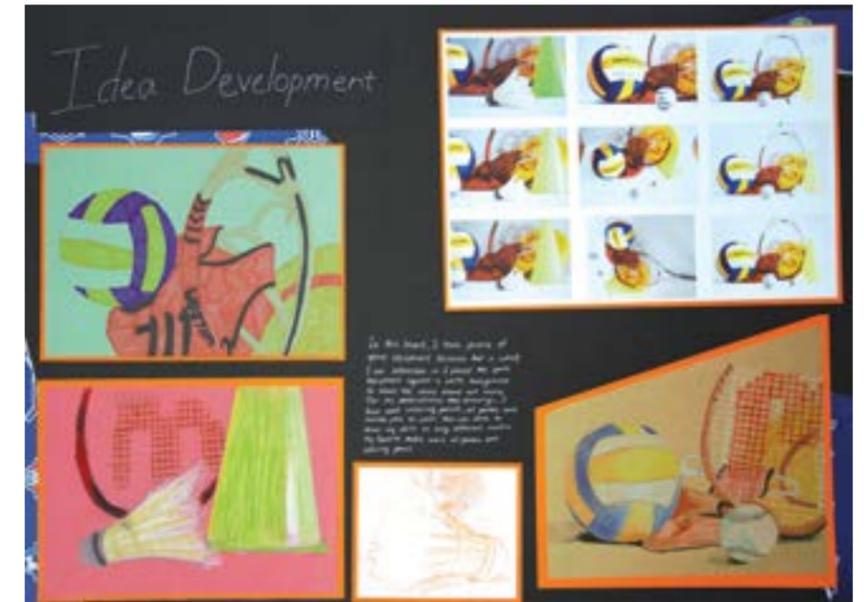
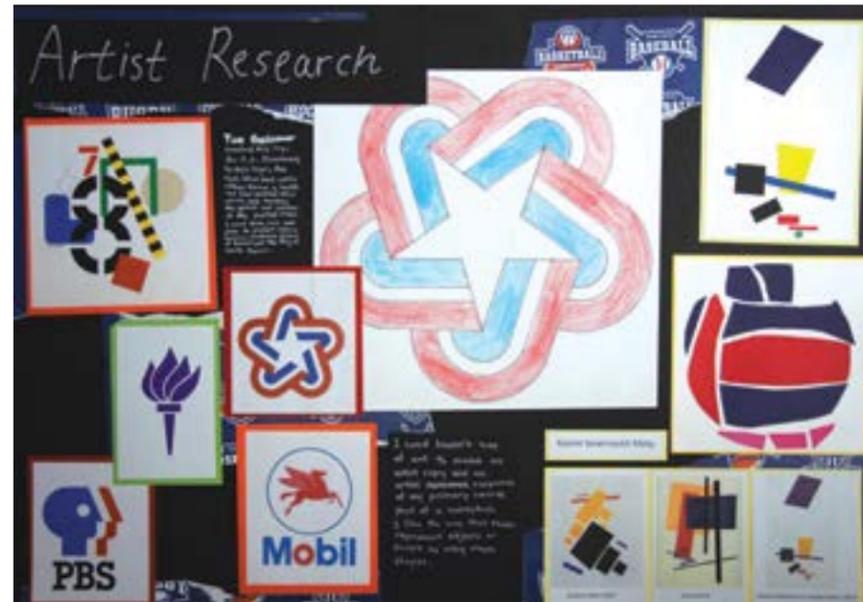
YEAR 11 iGCSE

Hai Ha Hoang



YEAR 11 iGCSE

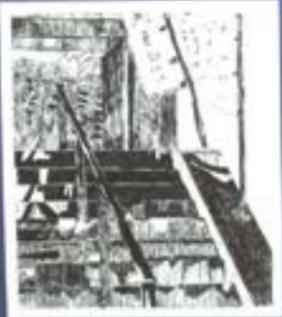
Ji Hoon Kim



Artist Response Rebecca Coleman



I used Rebecca Coleman as the main different print-making technique to create her beautiful black and white prints.



A print piece is inspired by my artist, Rebecca Coleman.



Rebecca used black and white to create a busy atmosphere and also created her artwork by using perspective, vanishing points to the idea of a journey towards the prospect, this was used here to create a station.

I also use her style of printing on my photographs, which would be very interesting with the combination of my theme.

Although Rebecca Coleman used wood engraving, I would like to try out her style using different printing techniques.

I decided to use printing to add my prints to a high quality to Rebecca Coleman.

My first aim to make the image, black and white, and to capture the busy scene of the station.



Digital photograph.



Scanned illustration.



I changed the look of the background.



I preferred using a threshold that made it appear darker than the original image.



I changed my image to appear lighter than the original.



One of my final aims.



Rebecca Coleman's style is the style of Rebecca Coleman.



My second aim to create a busy scene, similar to Rebecca Coleman's.

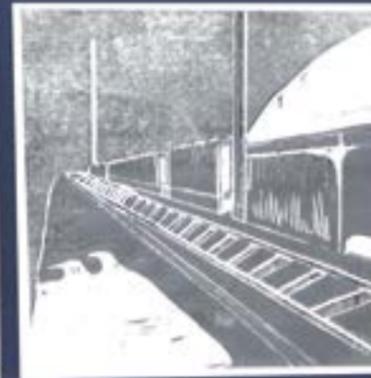
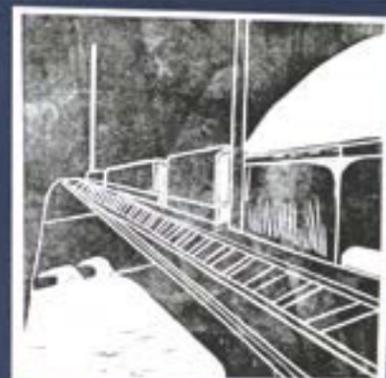


My photographic work.

Board 3 - Development of Idea & Media



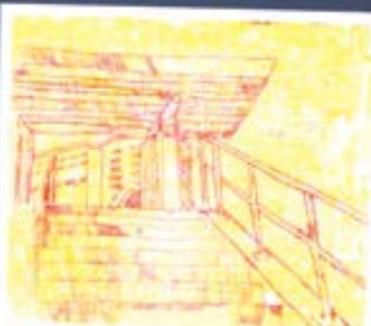
I was inspired with the idea to make the look as similar to Rebecca Coleman's style as possible. I used black and white to create a busy scene.



Final piece plan

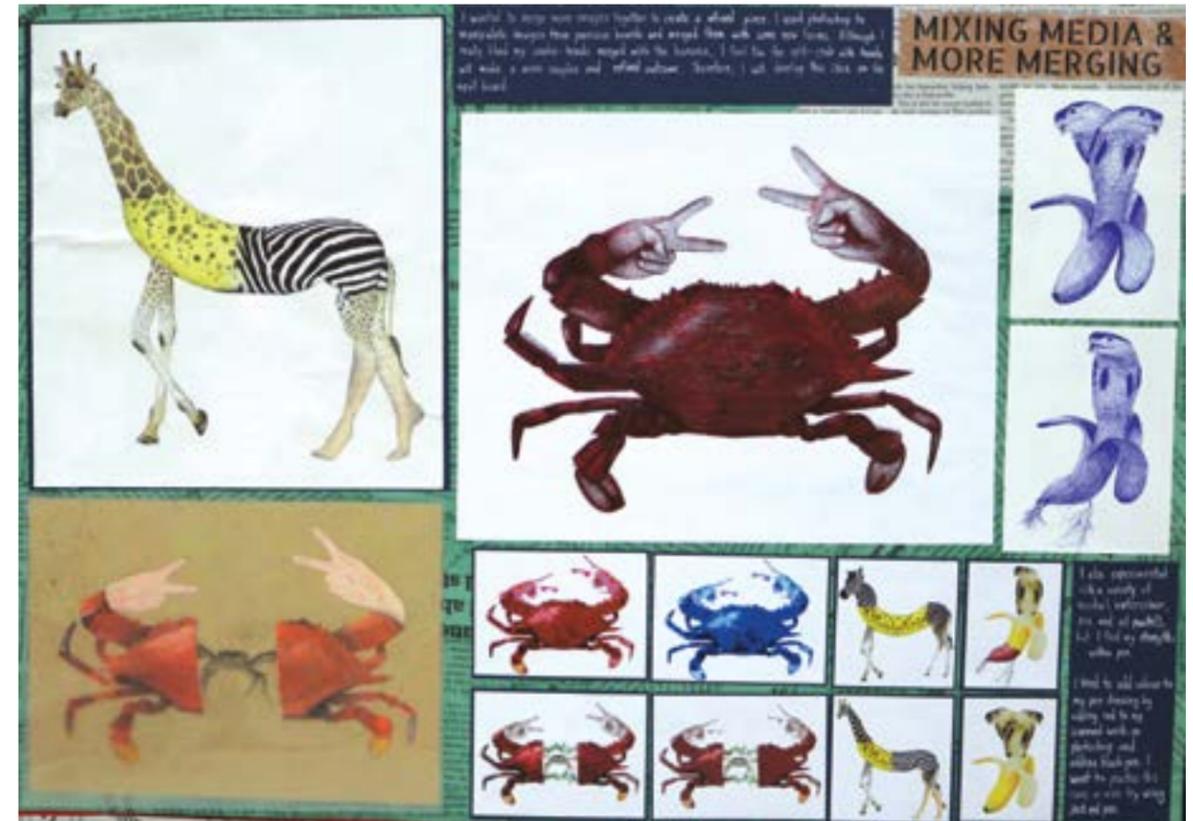


I am planning to merge the different printing techniques, woodcut and the print, to put out the plan.



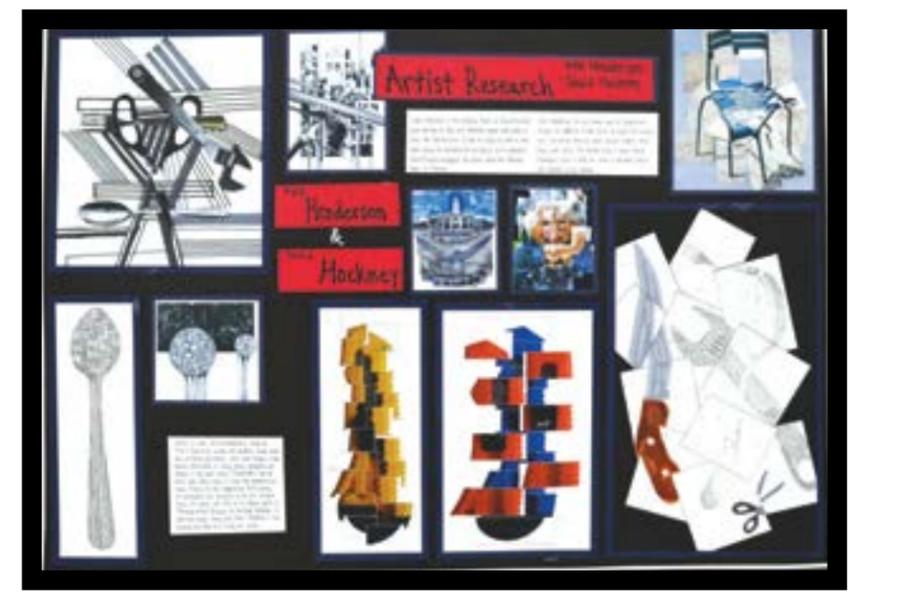
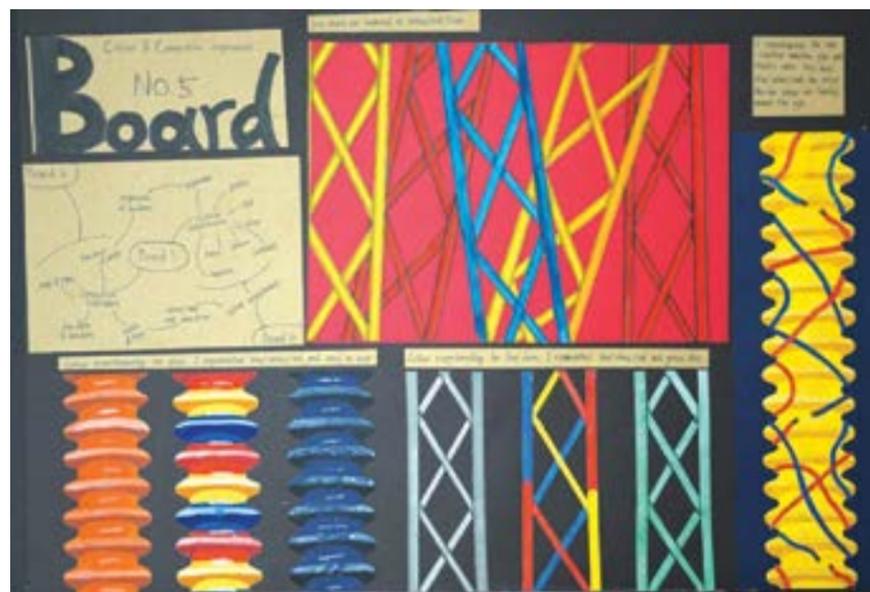
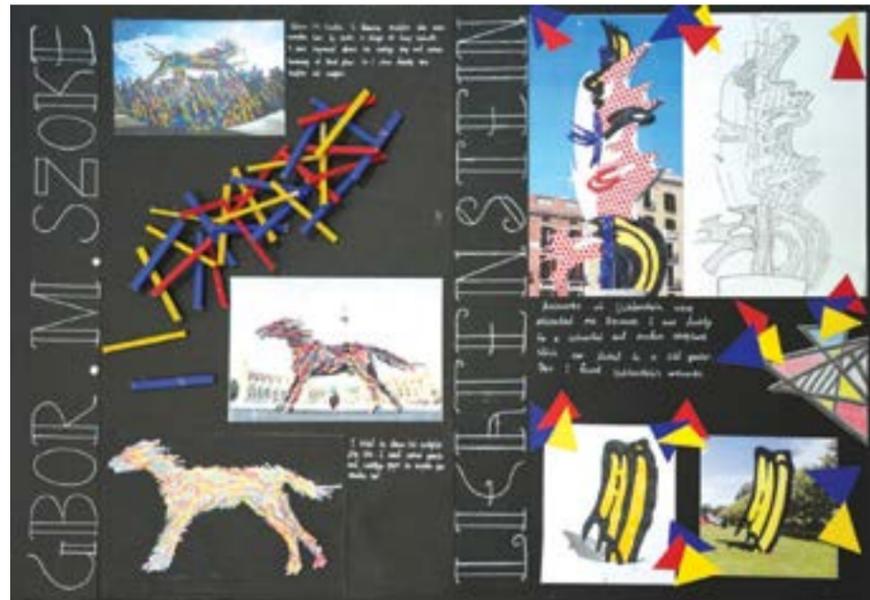
At last, I will use woodcut printing to print the part of the plan that I will not use the rest with the remaining part will print it.

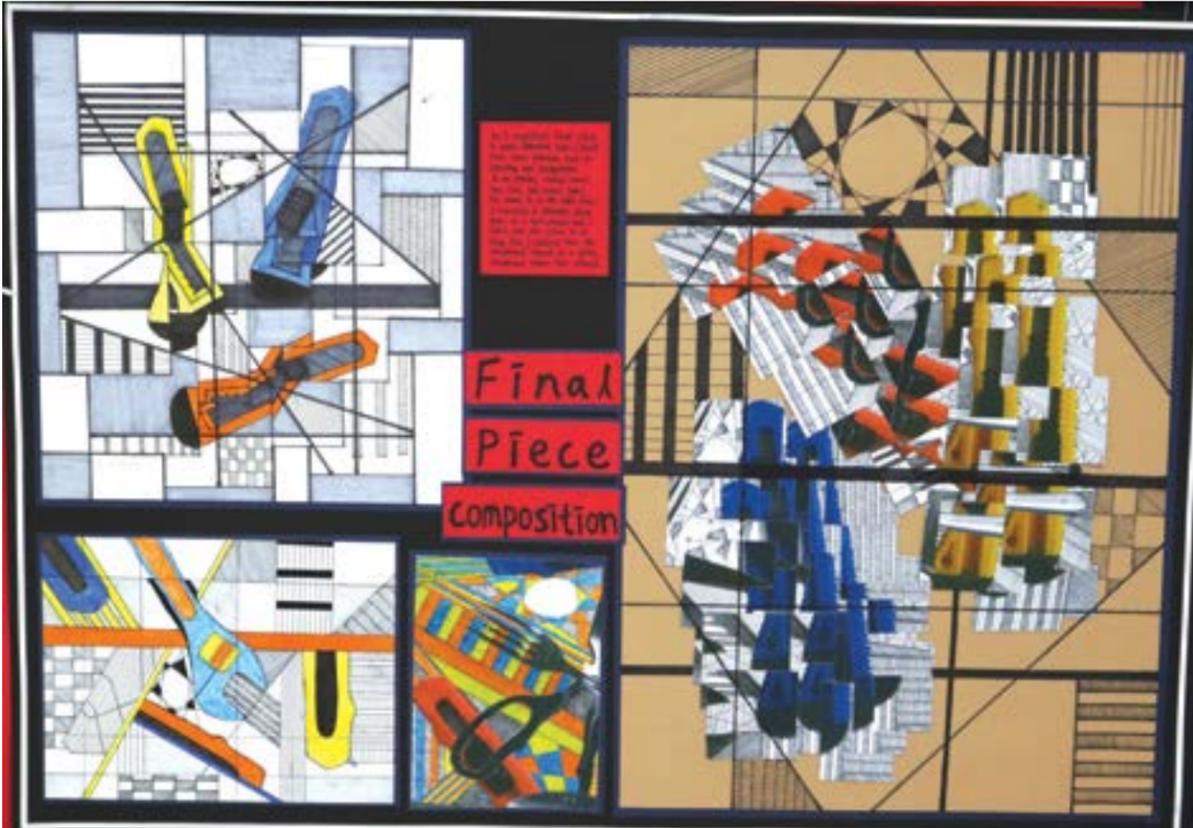
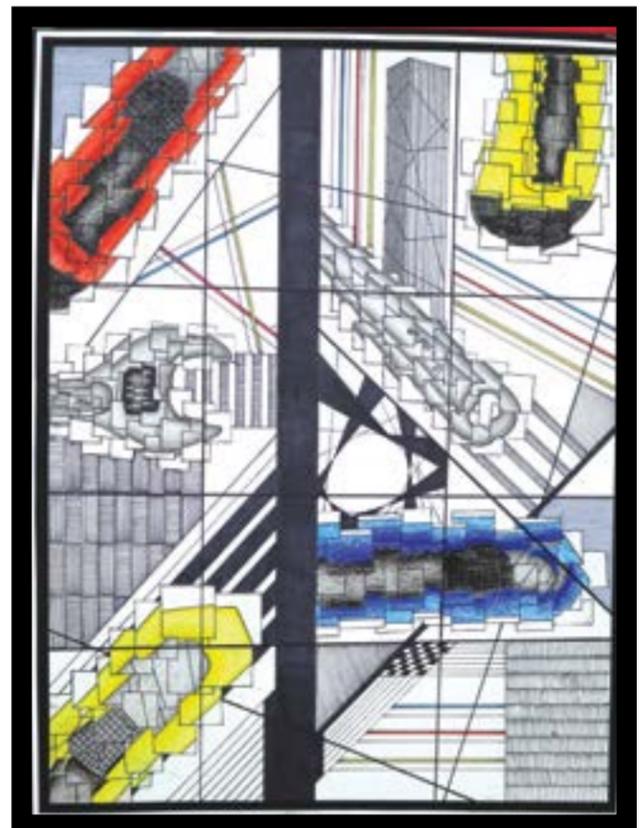
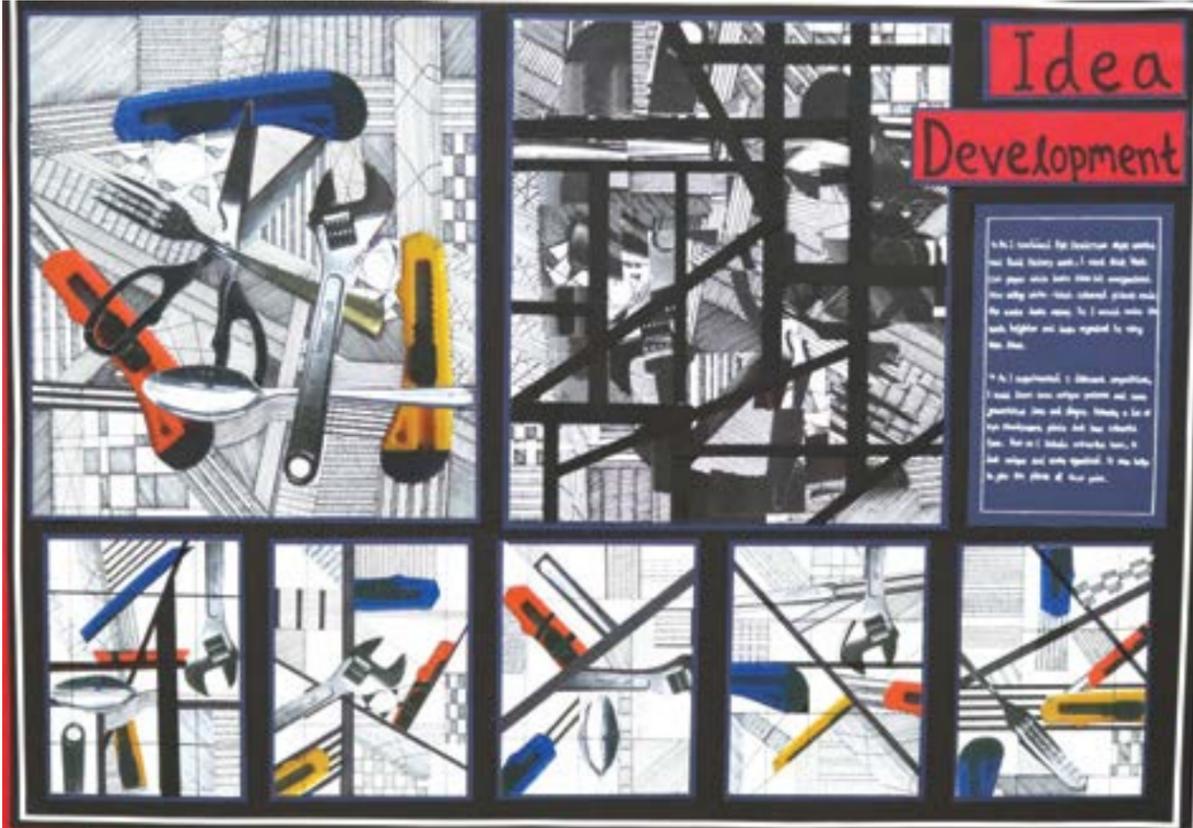




YEAR 11 iGCSE

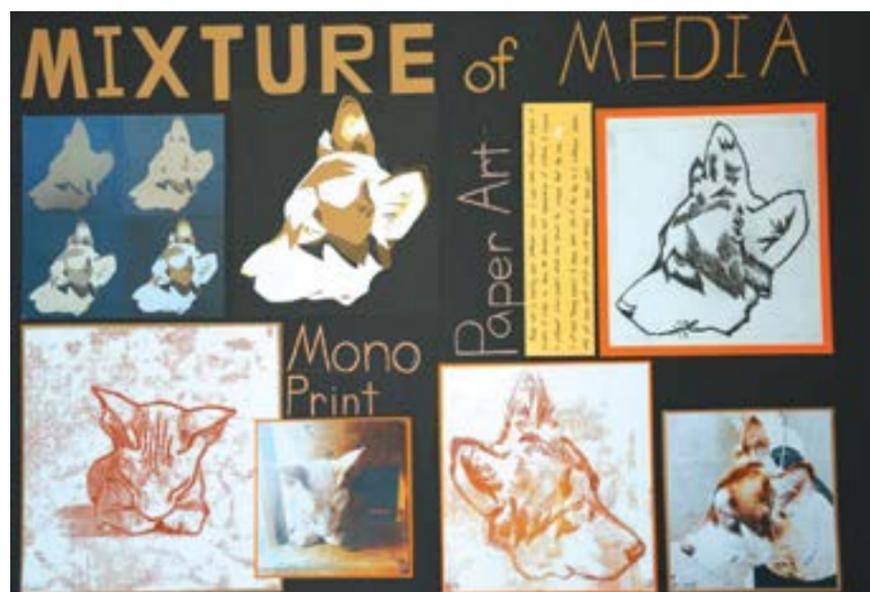
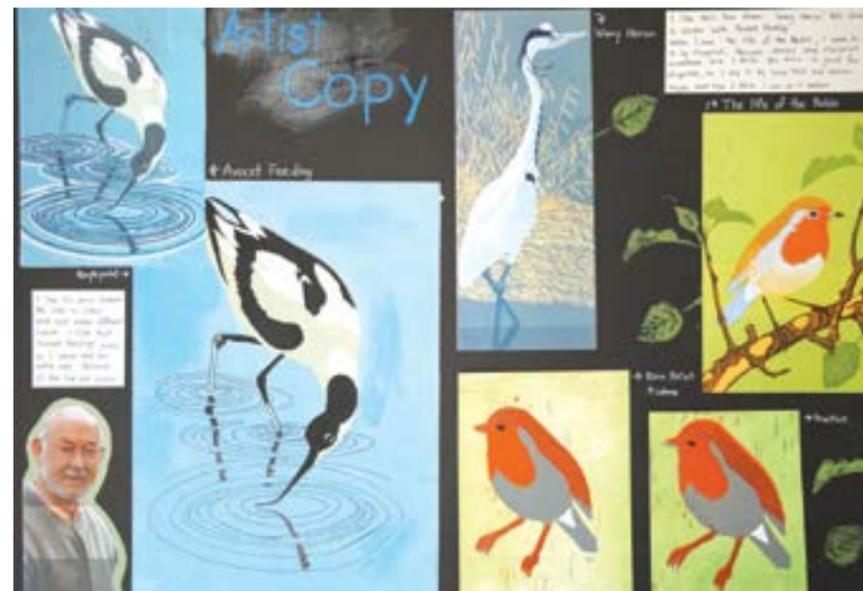
Kyung Mo Kim





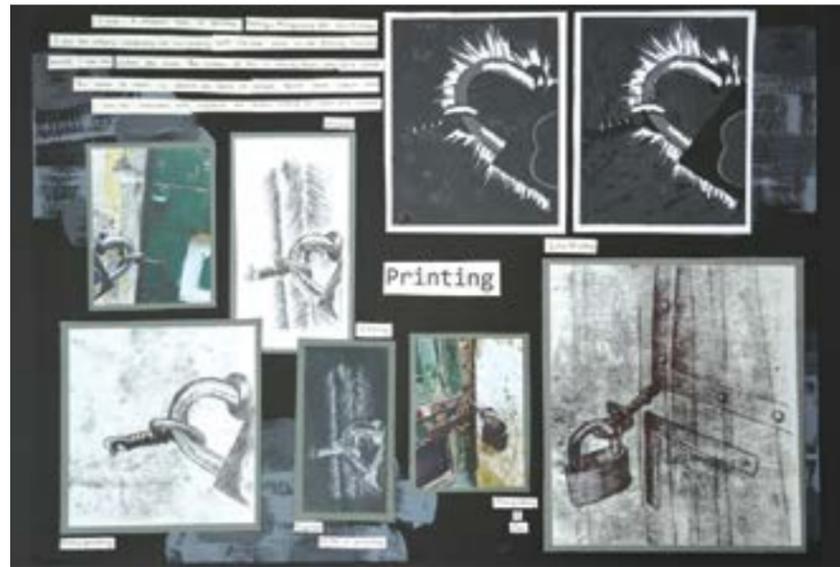
YEAR 11 iGCSE

Mi Yeon Lee



YEAR 11 iGCSE

Minh Anh Nguyen



DAVID HOCKNEY

I often... of "Blood and Blue" seems to use photographs and collage to create a sense of movement... I've used a lot of collage in my work... I've used a lot of collage in my work... I've used a lot of collage in my work...

Physical Edit

Digital Edit

Digital Print

Media Exploration

In "Blood and Blue", I decided to use a palette of red, yellow, and blue... I've used a lot of collage in my work... I've used a lot of collage in my work... I've used a lot of collage in my work...

After Colour

After Colour

After Colour

Composition

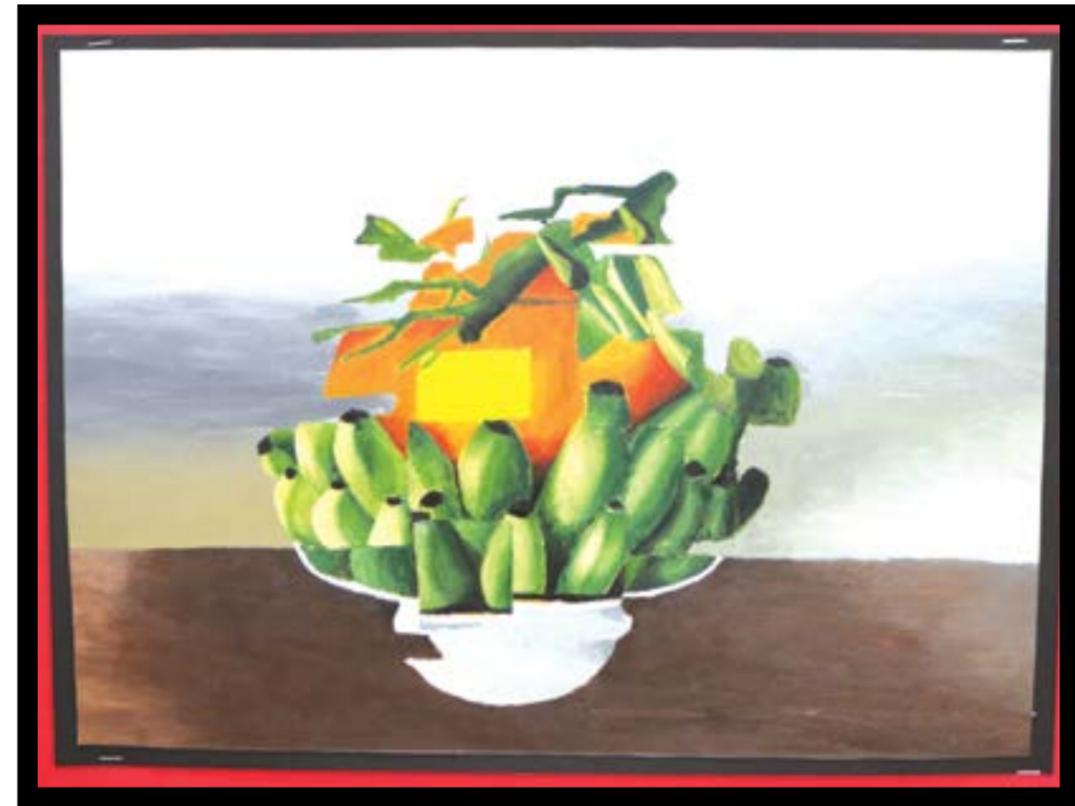
I often... of "Blood and Blue" seems to use photographs and collage to create a sense of movement... I've used a lot of collage in my work... I've used a lot of collage in my work...

Open

Select Colour

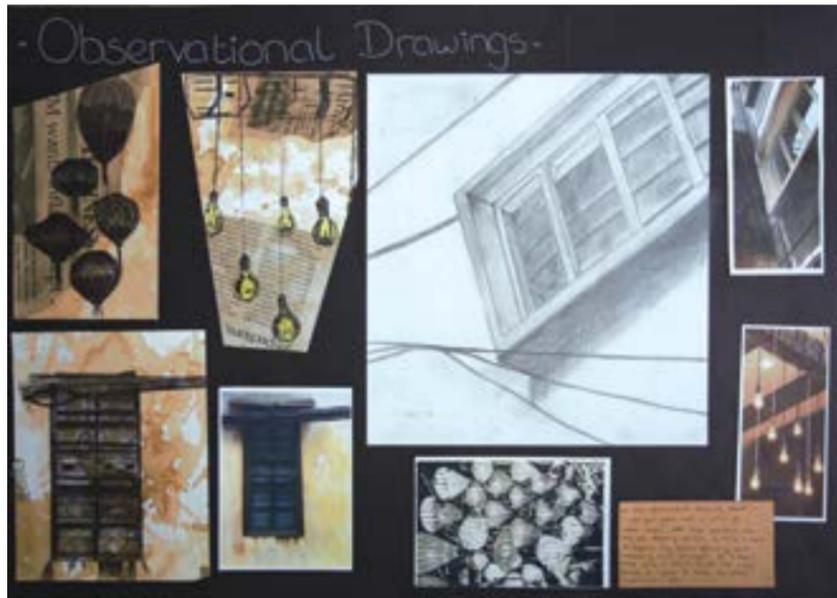
Final Print

Digital Print



YEAR 11 iGCSE

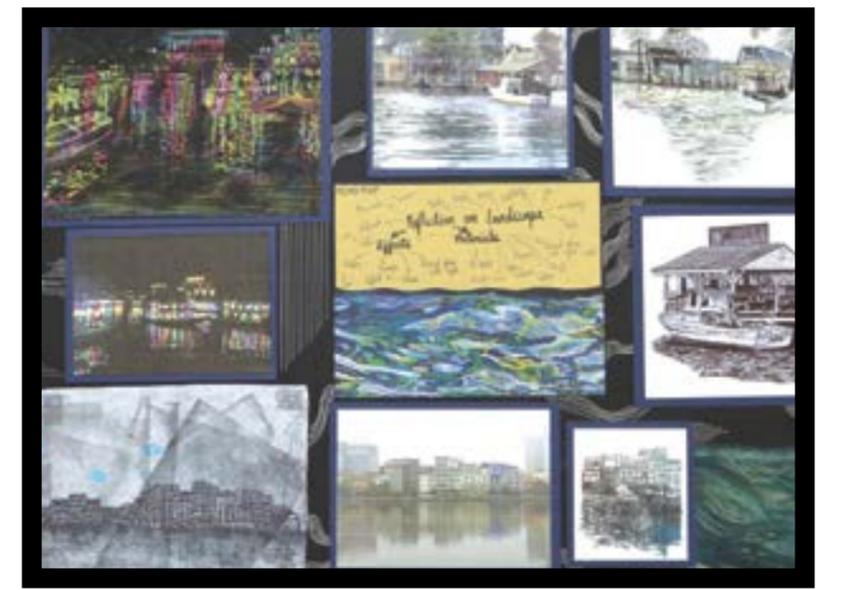
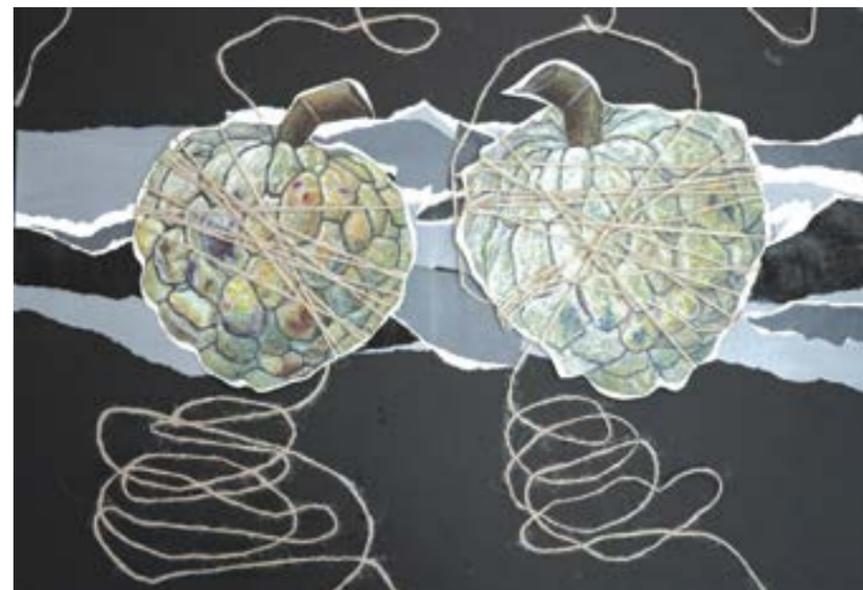
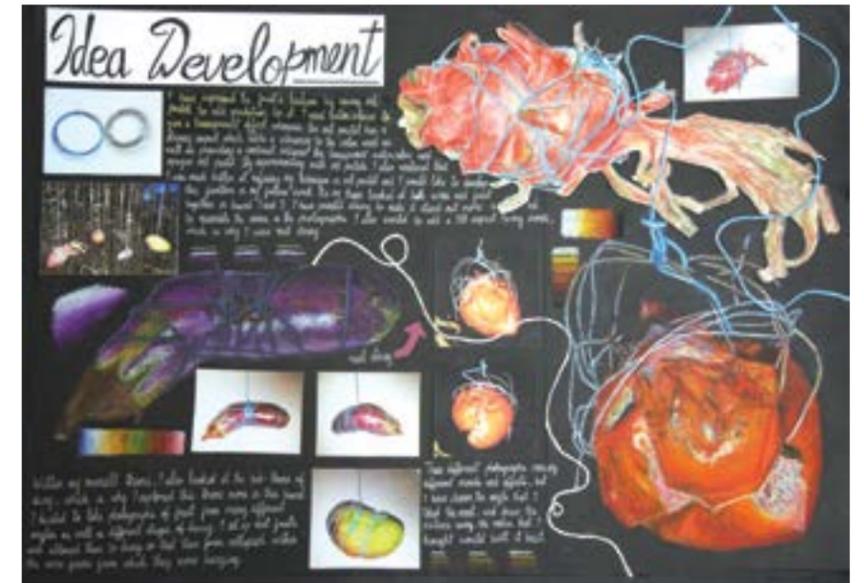
Phuong Anh Pham





YEAR 11 iGCSE

Seong Won Mun



Bill Drysdale

I have decided to study Bill Drysdale because I liked the technique of expressing the scene and the flow of the water using undercolor. In a response, I have used his technique in my artwork. My work uses a lot of colors and the blue to create the effect of water. As I have focused on these points in my response, I have used light colors and primary colors. I have also included these elements. I have been to visit a gallery to express the water which creates a calm and peaceful mood, where the boat uses contrasting warm tones.

In my initial response of the fish in the pond, I have also used color like in the water and pond, but more blue for the fish and pond. The movement in the artwork is showing and the fish are in motion and clearly. Therefore, I also tried to express in my artwork using these specific colors and tones.

I have also made an initial response based on my glass bowl, to express the flow of the water using different colors and motion of the pond.

Sunga Park

I also added my image on glass bowl to see what it would look like if I decorated it. I used the information to see to create a circular shape.

I have decided to study Sunga Park because of its technique of using watercolor. I think the shape of a building like a tower is similar to a mountain. I think the architectural style is the reason. In a response, I have used a pen and water color pen to create a scene, but in my previous response, I have used a pen and water color pen to create a scene. I have focused on these elements. In the end, I have thought in detail and how to be used in the end. The movement in the artwork is showing the building and the water and the sky. Therefore, I also tried to express in my artwork using these specific colors and tones. The progress in my art response was showing in watercolor, but following with a pen.

I have also sketched the picture and made it in different colors. In watercolor, I have used a pen and water color pen to create a scene. I have decided to focus on the style of the architecture and the reflection of it.

Composition

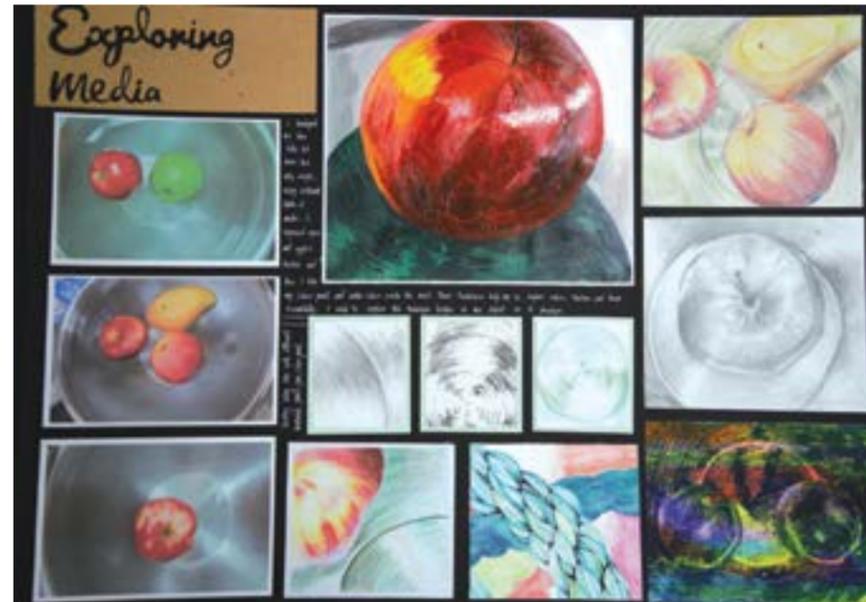
By I was in with my previous work, I had to create a scene. Therefore, in my previous work, I have used a pen and water color pen to create a scene. I have focused on these elements. In the end, I have thought in detail and how to be used in the end. The movement in the artwork is showing the building and the water and the sky. Therefore, I also tried to express in my artwork using these specific colors and tones. The progress in my art response was showing in watercolor, but following with a pen.

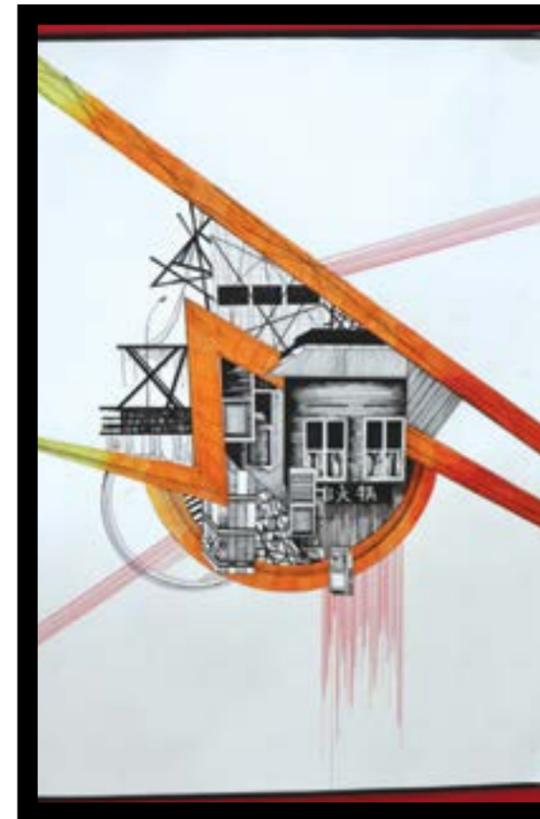
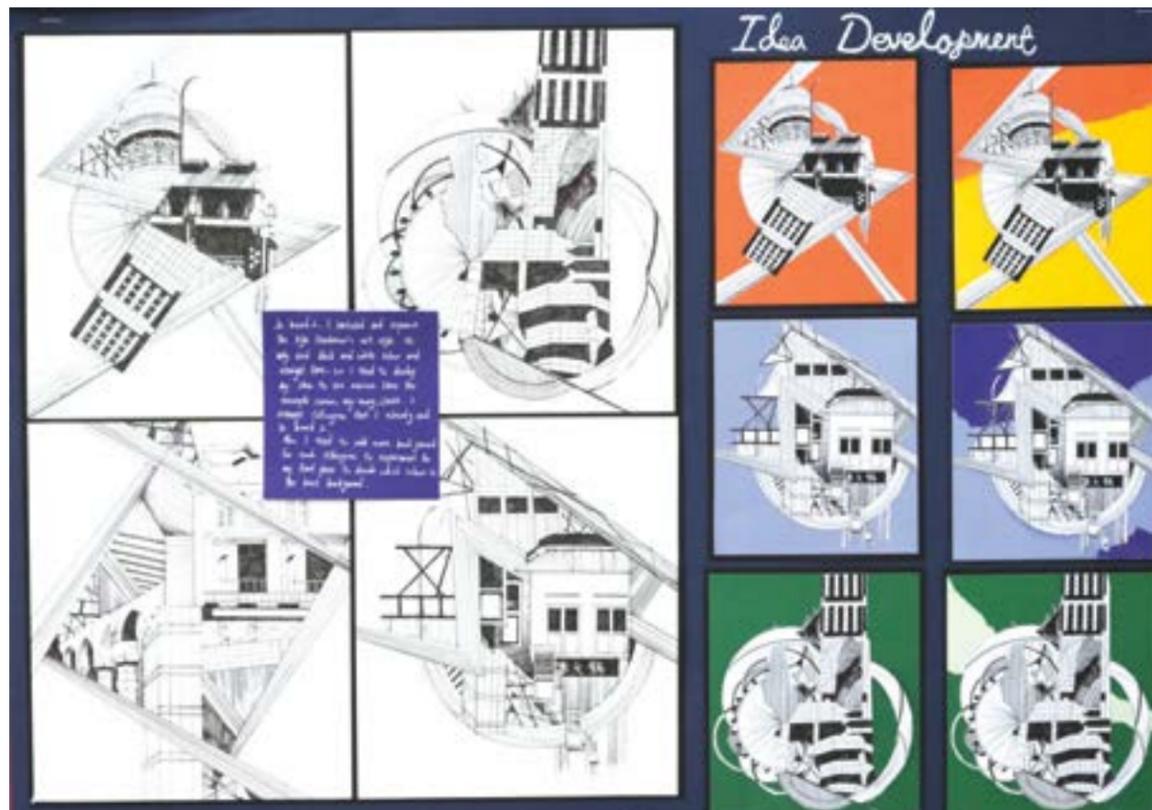
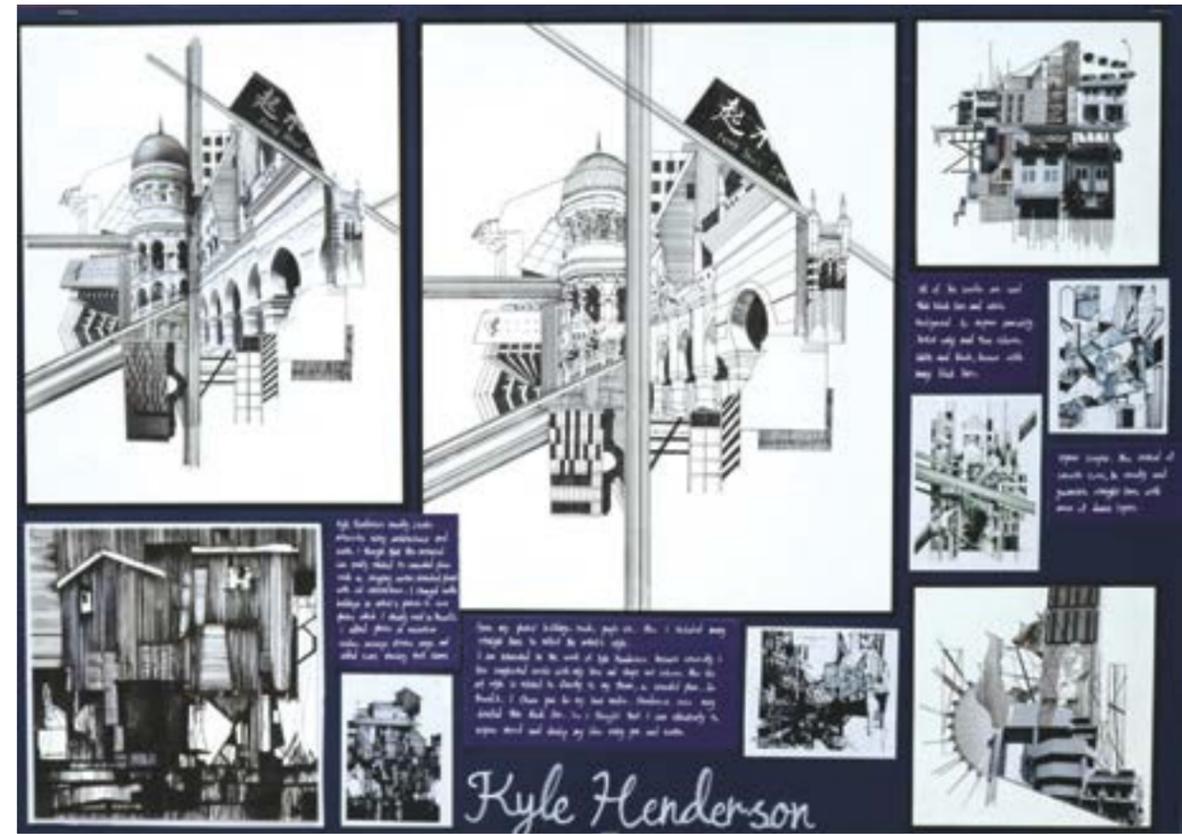
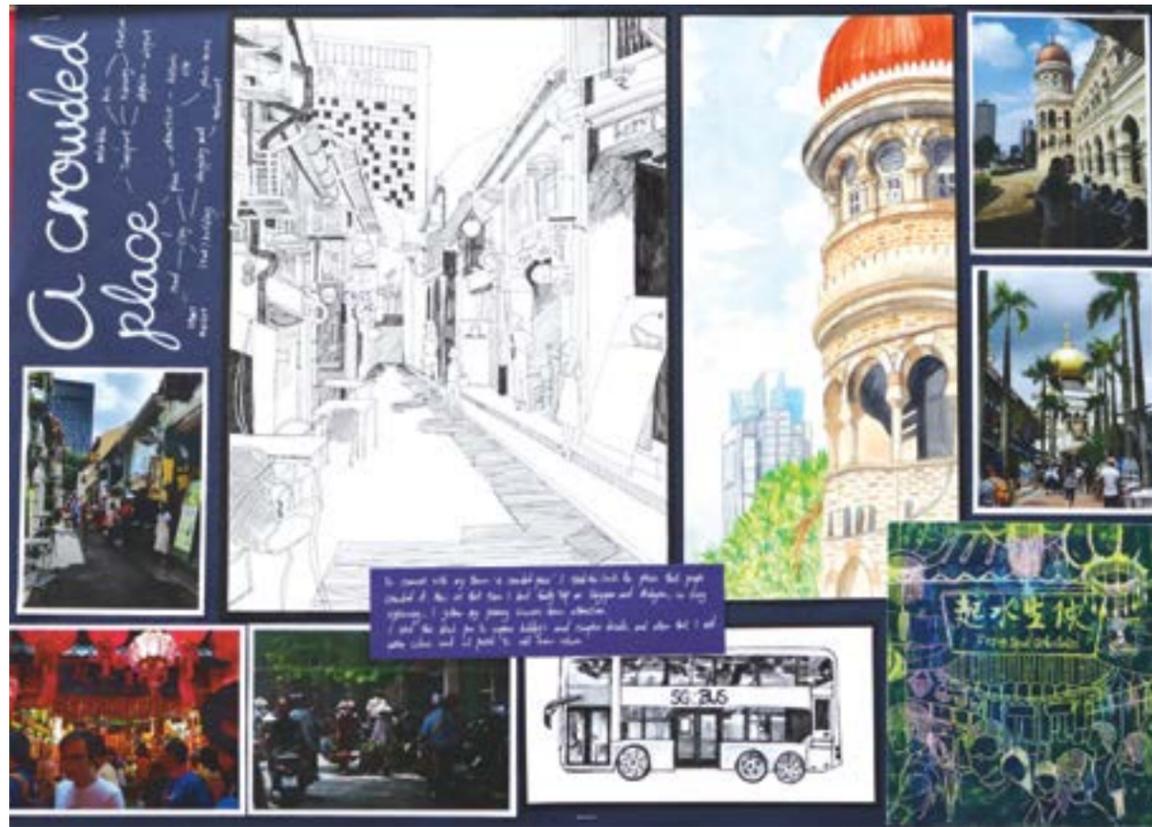
Therefore, I will use that pen in watercolor for the first time and try to make the water and the sky. I have expressed it with different colors and tones. The first one was the drawing of the building and the second one was the drawing of the water and the sky.

I have also expressed it with different colors and tones. The first one was the drawing of the building and the second one was the drawing of the water and the sky.

YEAR 11 iGCSE

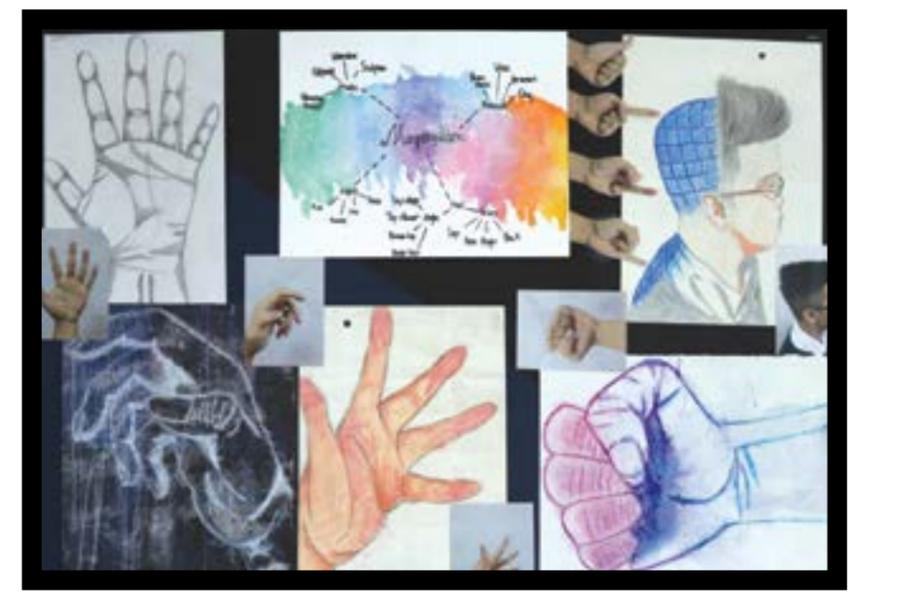
So Yun Lee





YEAR 11 iGCSE

Thanh Nam Nguyen





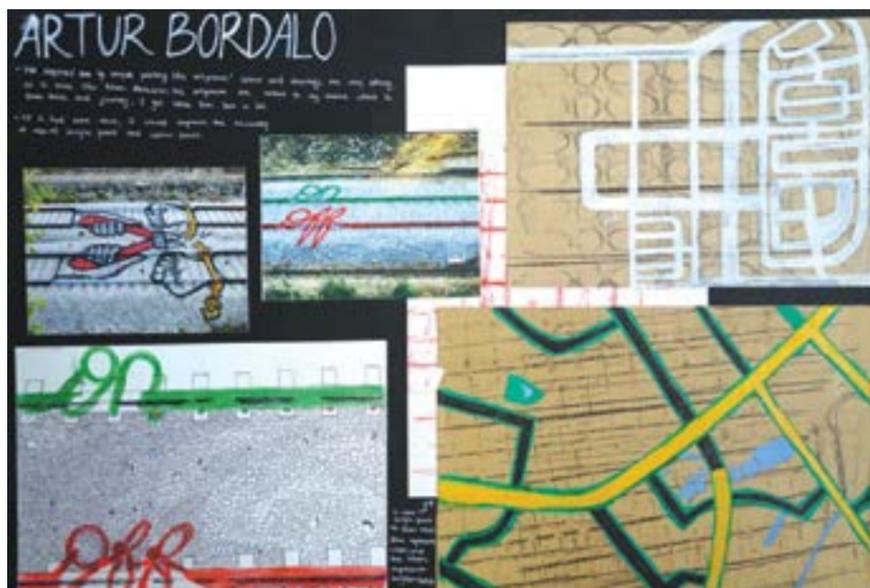
YEAR 11 iGCSE

Thanh Truc Tran



YEAR 11 iGCSE

Woo Chan Song





YEAR 11 iGCSE

Young Woo Jo



ROY LICHTENSTEIN

ANDY WARHOL

ROY LICHTENSTEIN'S 'THE LION' IS A POP ART WORK THAT RESEMBLES A STYLIZED LION. ANDY WARHOL'S 'MAO' AND 'MAO 2' ARE REPLICATED PORTRAITS OF MAO ZEDONG.

ROY LICHTENSTEIN WAS A PROMINENT AMERICAN VISUAL ARTIST, KNOWN FOR HIS POP ART WORKS. HIS 'THE LION' IS A STYLIZED LION WITH A MANICURED HAIRDO, RESEMBLING A TOY.

ANDY WARHOL WAS AN AMERICAN VISUAL ARTIST, KNOWN FOR HIS POP ART WORKS. HIS 'MAO' AND 'MAO 2' ARE REPLICATED PORTRAITS OF MAO ZEDONG.

DEVELOPMENT

DEVELOPMENTAL SKETCHES OF THE CENTRAL PERK PUPPETS AND THE COFFEE BAG. THE PUPPETS ARE SHOWN IN VARIOUS POSURES AND COLORS, AND THE COFFEE BAG IS SHOWN WITH THE 'CENTRAL PERK' LOGO.

THE PUPPETS ARE SHOWN IN VARIOUS POSURES AND COLORS, AND THE COFFEE BAG IS SHOWN WITH THE 'CENTRAL PERK' LOGO.

FINAL PIECE PREP

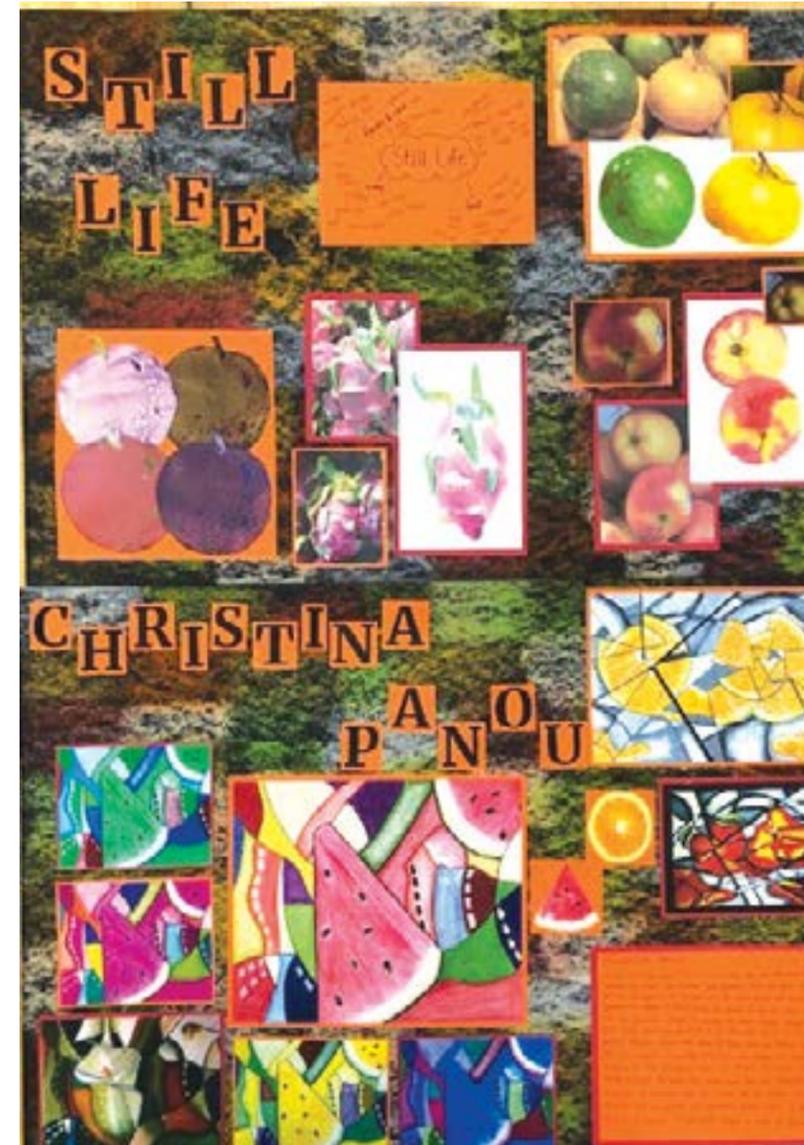
FINAL PREPARATION OF THE PUPPETS AND COFFEE BAG PIECES. THE PUPPETS ARE SHOWN WITH THEIR FINAL COLORS AND THE COFFEE BAG IS SHOWN WITH THE 'CENTRAL PERK' LOGO.

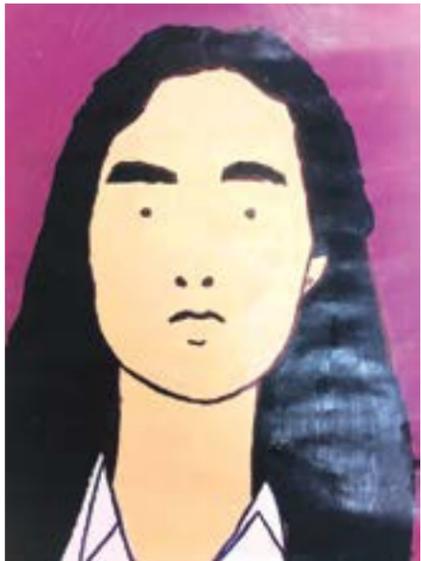
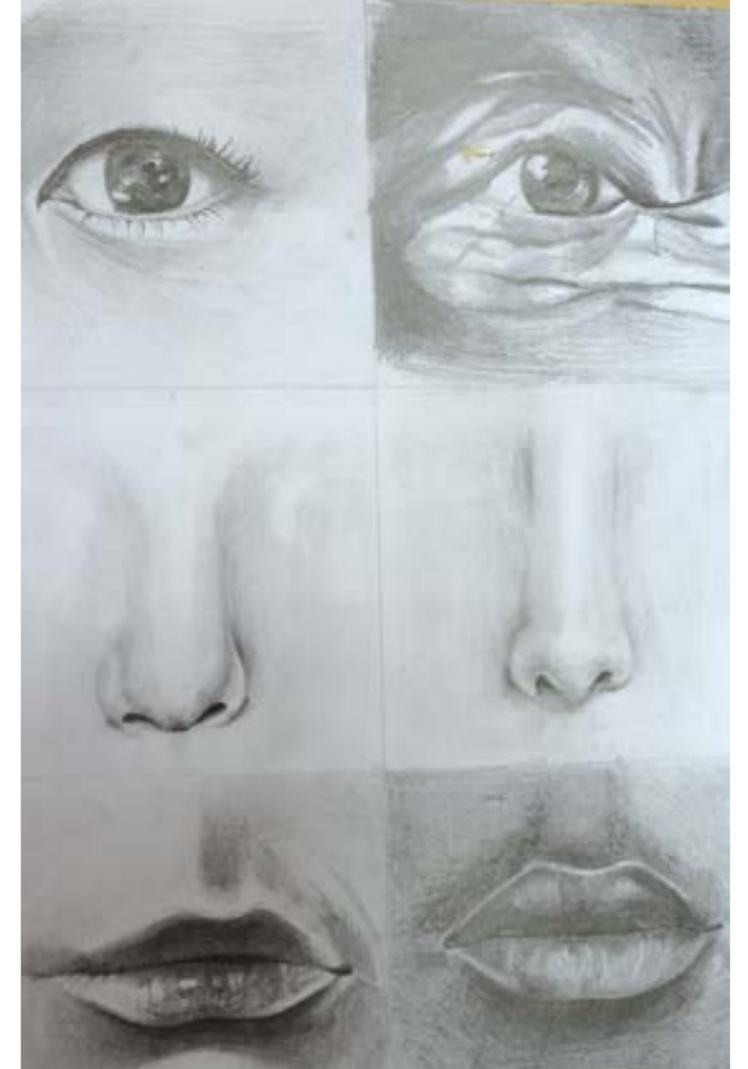
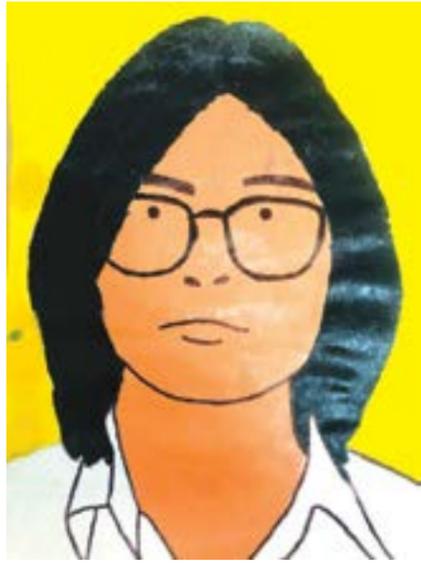
THE PUPPETS ARE SHOWN WITH THEIR FINAL COLORS AND THE COFFEE BAG IS SHOWN WITH THE 'CENTRAL PERK' LOGO.



YEAR 11 PIB

We prepared students for IB Visual Arts by teaching them a wide range of techniques and skills in a variety of media. Following these explorations, students completed a mini iGCSE project where they prepared boards that led to a final piece. The work shown here is a culmination of their sketchbook work and their completed boards.





YEAR 13 IB Visual Arts

Bao Trang Vu

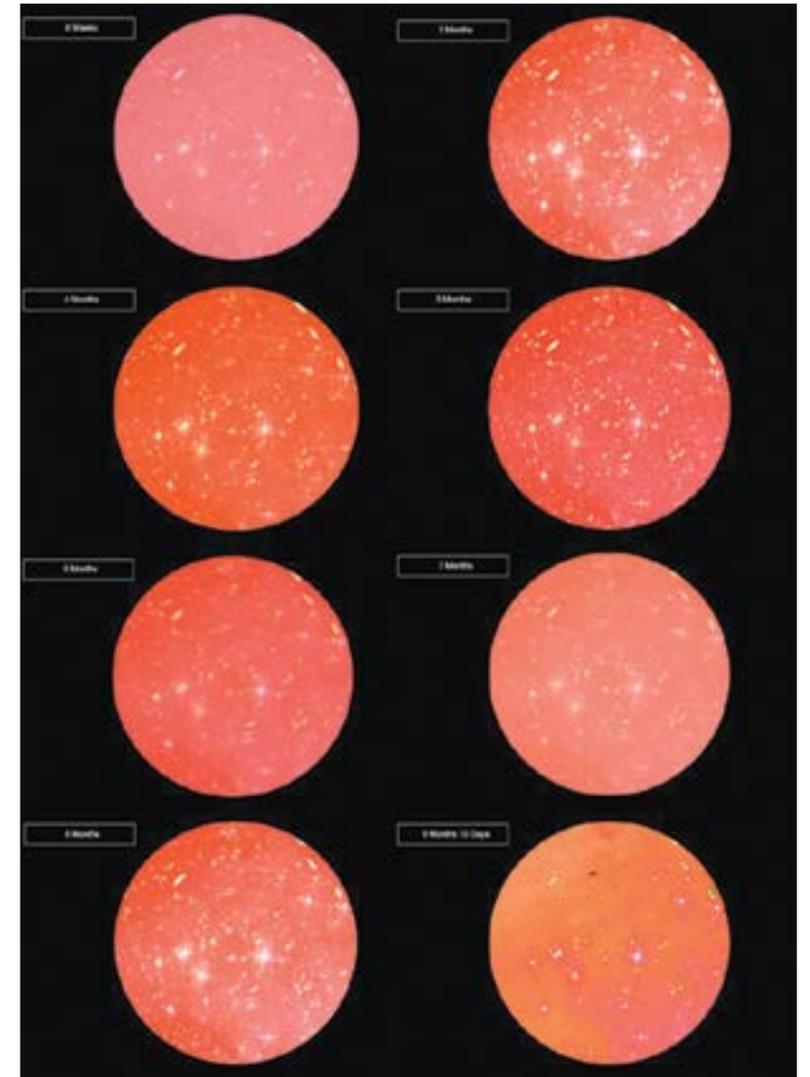
Theme: Communication



“I have always been interested in how connections form one’s identity and what type of connections we have as an individual. By exploring 3 main types of connection (relationship, biological and individual connection), I hope the audience will gain a better understanding and more awareness of their own connections as well as knowing mine. To help achieve the purpose, the exhibition is in a closed space with a small entrance in order to make the viewers feel like they are walking into a story and feel fully immersed.”



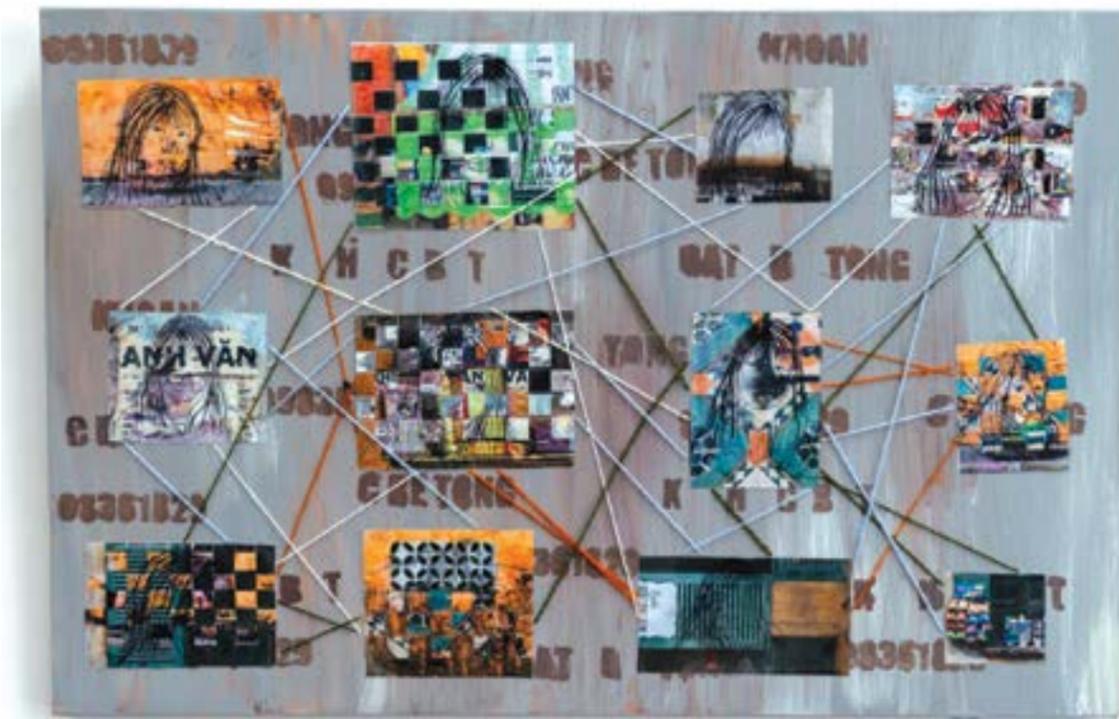
About me



The Womb(ADDITIONAL)



Parallel memories



Chaotic Screen



The Storm



Exhibition



Exhibition



Linked



The womb



Maternal bond



My mother



Triple H - Hanoi, Ho Chi Minh City, Hoi An



Linked

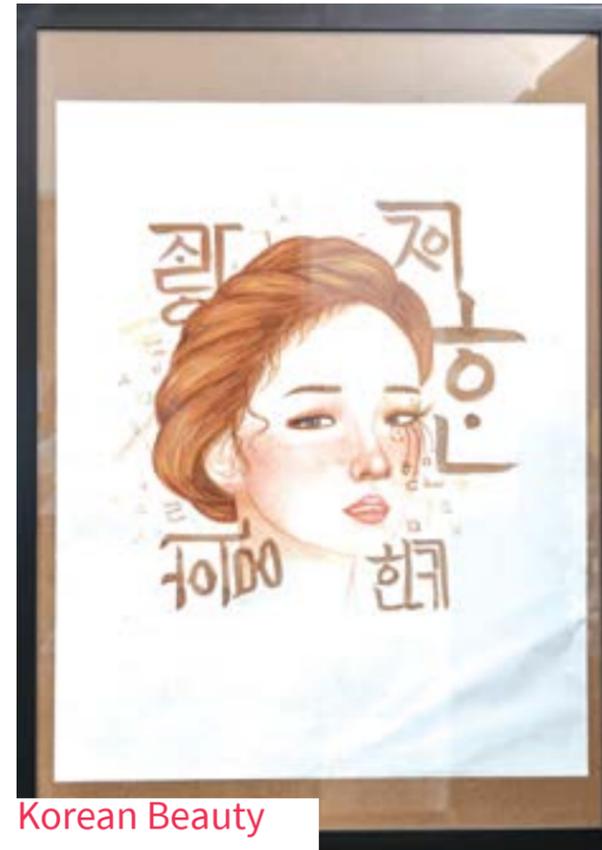
YEAR 13 IB Visual Arts

Dong Ae Ha

Theme: Beauty Standards



“In Korea, beauty is everything which can cause a lot of feelings of inadequacy and low self-esteem. I wanted to use my project to broaden people’s perceptions of the beauty standard in this society. I have explored the themes of gener stereotypes about physical appearances, as well as gendered toys, and beauty and old age, to encourage audiences to rethink their own beliefs about beauty standards.”



Korean Beauty



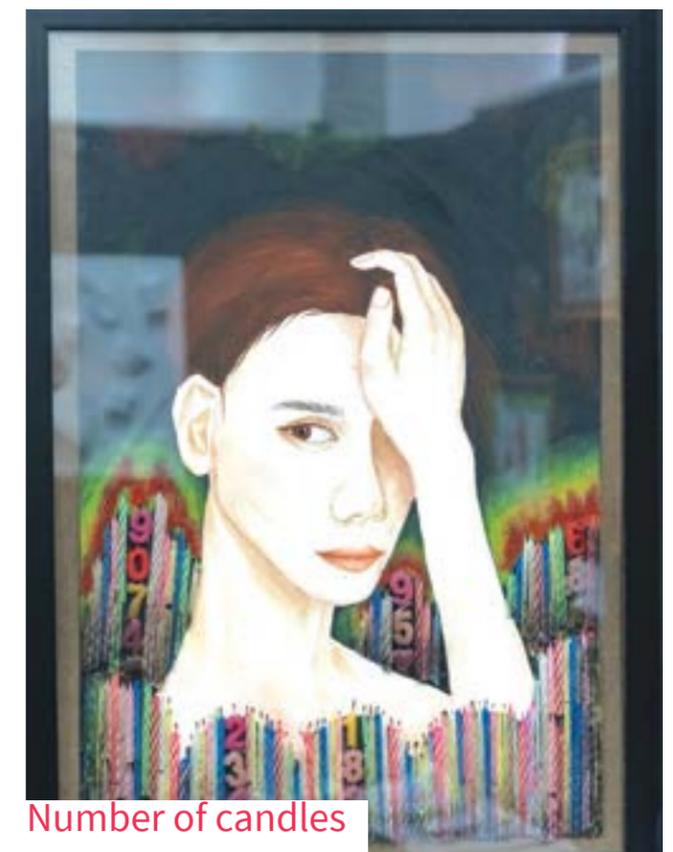
Matured



What if



What if



Number of candles



Exhibition



Exhibition



Rockabye



Toys



Toys

YEAR 13 IB Visual Arts

Hong Phuc Tran

Theme: The Beauty of Vietnam



“Though my body of work has developed through different ideas and concepts, they all link to the theme of “The Beauty of Vietnam”. As an international student, I have had chances to associate with people from diverse cultural backgrounds and am captivated by how one’s identity can be determined by their culture and traditions. I was intrigued to explore my own and investigate the sub-themes of Vietnamese lifestyle, fashion, craftsmanship and societal expectations of women. I exhibit my work in a closed space to make viewers see clearly how different parts of Vietnamese culture interlink.”



Felidae



Melancholia



Cascade



Confusion



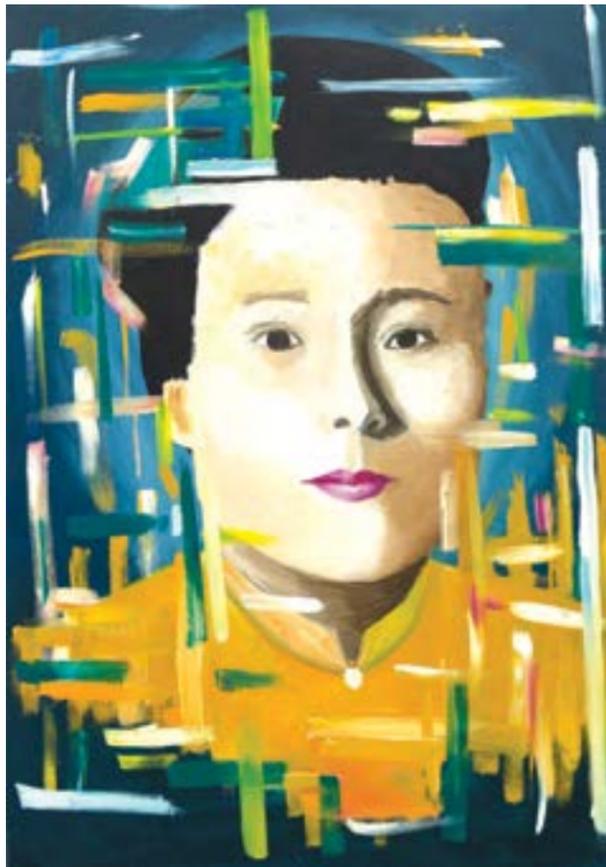
Parallel



Beauty of Labour



Exhibition



Cu Toi



Exposed



Exhibition

YEAR 13 IB Visual Arts

Jin Ju Lee

Theme: Identity



“As a student who is interested in psychology and the study of people’s behaviour, emotion and thoughts, I explored the theme of identity in several different ways.

Firstly, ‘sexual identity’ is a controversial issue in my home country. As a person who supports gender equality, I wanted my artwork to communicate the presence of sexual minorities in ‘Out’. Following this piece, I viewed ‘self-expression’ and how aspects of identity, including sexual identity, are suppressed as we grow up in ‘Out-childhood’. It further inspired me to create ‘Childish, which communicates the societal pressure put on children in Korea, to become less expressive. The merged photo illustrates the phrase ‘seen but not heard’ and puts adult’s expectations on young children. I want the audience to feel the awkwardness and show that it’s natural for a child to behave like a child because it’s their identity.”



Out



Childish



Mobius strip



Mobius Strip



Exhibition



Between



Mirror



Out-childhood

YEAR 13 IB Visual Arts

Manh Ha Tran

Theme: Facade



‘Facade’ is defined as the act of putting forward a false exterior in order to mask an emotion within. In my body of work, I have tried to explore this theme in different ways - by evaluating the importance of emotion in life, as well as art, by looking at the deceptive use of expression to convey an alternative emotion, and finally, by looking at the societal expectation on men to restrict themselves from self-expression, a notion stemmed from the conservative view of emotion. Working mainly with faces, I found inspiration in deciphering the subtle details of one’s expression in my artworks.”



Blank



Interchangeable



Childhood



Exhibition





A Robot's dream



Melancholy



Trio



Upside Down



Upside Down



Blank



Facade 1962



Windows to the soul



YEAR 13 IB Visual Arts

Tina Hoa Thuy Tien

Theme: Construction & Deconstruction



Despite heavily relying on our brain to retain our memories, the brain is not as powerful as we perceive it to be. I wanted to express the flaws and gaps the mind creates, but also the way it tries to make up for its missing information. As an abstract subject, I wanted to express this concept visually while retaining its original idea. My sub-themes include nostalgic memories, distorted memories and relationships.



I can't recall



Exhibition



Exhibition



Cascade



Looking down



Memorbilia



Look Ahead



It looks alright



Sweet and insubstantial

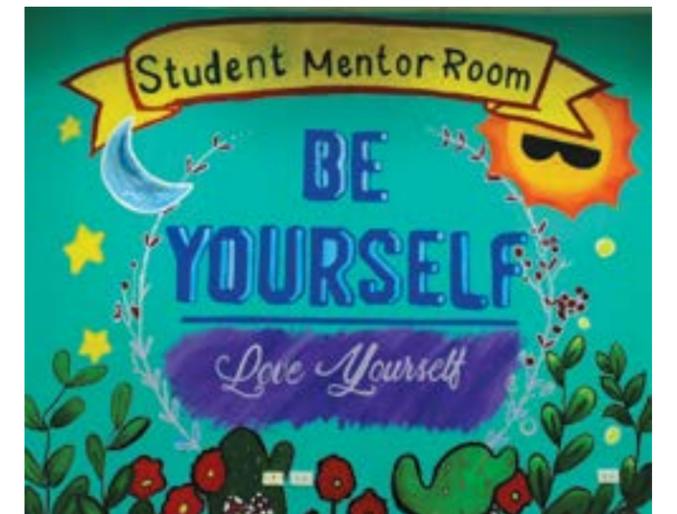


What is inside

Art ECAs

Students have worked hard this year to contribute to the school community in a creative way. Term 1's ECA allowed students to create the set design for the school's music production, 'Annie'. They also created a beautiful display for Remembrance day and the Poppy Appeal. iGCSE and IB students took part in Art workshops in Term 2 to build up their body of work and to use a wide range of media available in the classroom. In term 3, students designed and created a mural in the student mentor room. Their contribution has enhanced the school environment with beautiful results.

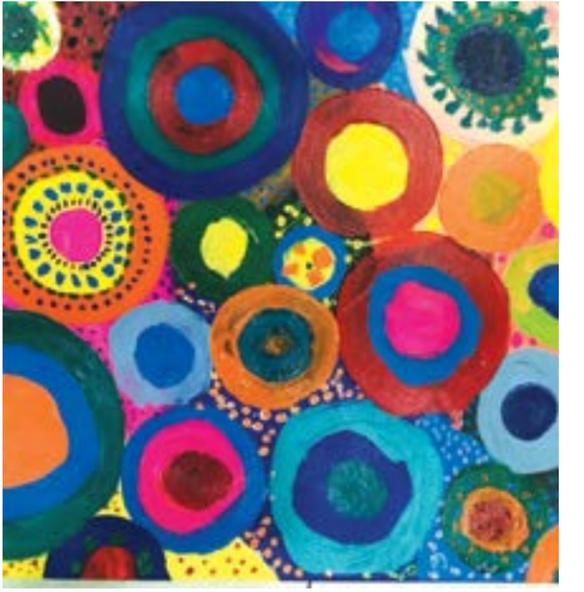




The Big Draw

The Big Draw is the world's biggest drawing festival that promotes drawing and visual literacy. The theme this year was 'Play' and students across all year groups enjoyed taking part in imaginative and exciting activities. Lunch time workshops and Art lessons were used to create collaborative Artworks and a large scale 3D piece inspired by Frank Stella. The week was a huge success!





KS3 Google Doodles and Exhibition Invitations

KS3 students looked at design and typography and how they are used for Google Doodles. They created their own Google Doodles and then developed their ideas to create invitations for the 'The Great Art Timeline' exhibition.



